

**DEVELOPING COMMUNICATIVE COMPETENCE IN  
WRITTEN ENGLISH AMONG SENIOR SECONDARY  
SCHOOL LEARNERS IN HARYANA  
– AN EXPERIMENTAL STUDY**

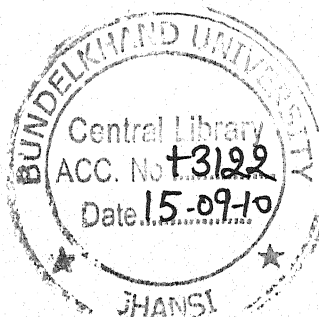
**A THESIS  
submitted to  
BUNDELKHAND UNIVERSITY, JHANSI  
for the award of Ph.D. Degree  
in Education**

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2005**

## **CERTIFICATE**

This is to certify that the research work entitled "DEVELOPING COMMUNICATIVE COMPETENCE IN WRITTEN ENGLISH AMONG SENIOR SECONDARY SCHOOL LEARNERS IN HARYANA - AN EXPERIMENTAL RESEARCH STUDY" reported in this thesis is the original and genuine work of Yashpal Singh Deswal. He is registered as a candidate for the Degree of Doctor of Philosophy in the Faculty of Education at Bundelkhand University, under my supervision.

To the best of my knowledge, he has made an original contribution to the English Language Teaching and his research work is suitable for the award of the Degree of Ph.D. in Education.

He has completed all requirements laid down in the University rules.

  
Dr. R.L. Vishwakarma  
Supervisor



## **ACKNOWLEDGEMENTS**

This dissertation has developed out of the discoveries and ideas that have emerged from recent researches in foreign and second language learning and pedagogy. In fact, I was tempted to take up some classroom-based research since I am convinced that we cannot afford the Luxury to avoid experimental studies just because they are supposed to be rather difficult and complex, and demand a lot of human and physical resources. As teachers, we are expected and even required to initiate and contribute something new. In writing this dissertation, I have tried to concentrate especially on those aspects that seem likely to help us develop more effective English Language Teaching strategies. Being a very small and humble effort, it naturally does not claim wider generalizations.

Of course, a research work may not be possible without the cooperation and help of supervisor, experts, fellow teachers, learners, relatives and friends as well.

I express my grateful thanks to Dr. R.L. Vishwakarma for his guidance, inspiration and affection throughout the conduct of this work and to Prof. L.C. Singh for his numerous suggestions and discussions to enrich the quality of this study. I must also acknowledge my debt to Dr. Surender Singh Dhaiya and Mrs. Indira Dhull for their cooperation and assistance in the completion of this thesis.

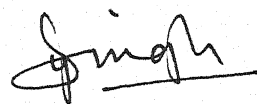
My personal and professional acknowledgements are also due towards the Deputy Education Officer, Sonapat District and other authorities who permitted me to conduct this experimental study in their schools and towards the Government School teachers as well as students for their cooperation during the experiment.

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# CHAPTER I

## PROBLEM AND THE CONCEPT

### 1.1 Introduction

Language is the primary requirement of mankind. It has to be learnt. Learning of a language is a continuous process. It has to be over a period of time. The mother tongue is learnt spontaneously in a regular course of life. However, the second language may be quite difficult to learn. Similarly, its teaching is equally difficult. During the recent past, considerable changes have taken place in the field of language teaching. Acknowledging that language is essentially a tool for communication, the prime need of most learners is not for a theoretical or analytical knowledge of target language but for an ability to understand and be understood in that language within the context and constraints of peculiar language-using circumstances. Language communication among human beings is characterized by the use of arbitrary spoken or written symbols with agreed-upon meanings. More broadly, language may be defined as communication in general; some linguistics regard it as a form of knowledge, that is, of thought or cognition.

The study of language as a means of expression or communication necessarily includes the study of gestures and sounds. Considering that animals gesture and make sounds, do animals as well as humans have language? In fact, most species communicate. Human communication, as distinct from animal, however, has been characterized by some scholars as unique in having the following seven features: (i) Human languages have separate, interrelated systems of grammar and of sound and gesture; (2) They allow new things to be communicated all the time; (3) Humans make a distinction between the content that is

communicated and their labels for that content; (4) In human communication, spoken language is interchangeable with language that is heard; (5) Human languages are used for special purposes, intent lies behind what is communicated; (6) What is communicated can refer to the past and the future; (7) Human language is learned by children from adults and is passed down from generation to generation.

Some convincing recent research in teaching American Sign Language (AMESLAN) to primates and other experiments, where chimpanzees used computers and voice synthesizers to produce basic sentences, indicate, however, that a number of these features may not be uniquely human. Nonetheless, it seems safe to say that although language as a system of communication is not uniquely human, human language, nevertheless, has unique characteristics. Humans string together discrete signs and units of grammar to form an infinite set of never-before heard, thought, read, or signed sentences. Infants who have not yet been taught grammar form their own rules of language by using their linguistic ability together with input from the speech community into which they are born.

The recent concept of communicative language teaching has brought about a revolution of thoughts and ideas and it has, in fact, become a challenging task for the linguistics to understand it in the right perspective.

The investigator, therefore, chose to know the way English is being taught in the country. English is being taught as a compulsory language in the Southern states from classes III/IV/V while in the Northern states it is taught from classes I/II/VI/VIII. It is optional in some states. In modern public schools, English teaching is mandatory from K.G. or Pre-nursery onwards. To begin with,



teaching of English, at present, at all levels, is either limited to structure or grammar or translation method. At the primary and secondary school levels, structures and vocabulary are taught through a structural syllabus and grammar translation method. It is believed that this would help the learners construct correct English sentences with the help of the structures learnt over the years. At higher education level, these structures are revised and more exposure to English is provided with the help of literary texts.

In spite of their wide application, the existing teaching approaches and methods often come under severe criticism for the mere fact that the learners who learn through these approaches do not 'learn' the language (English) in any real sense. Students who have received several years formal English teaching frequently remain deficient in the use of language in normal communication, whether in spoken or written form. The situation is quite pathetic. Every school is teaching English but the knowledge of English language is poor to the students. A lot of human energy and finance is being consumed. Still much talent is being wasted.

Traditional approach is not giving desirable results. It might just as well be argued that what is actually taught by the existing teaching approaches is the ability to compose correct sentences. The difficulty is that the ability to compose sentences is not the only ability we need to develop. Other skills are also to be developed. Communication takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. In fact, we do not communicate just by composing sentences of different kinds but by using sentences to describe, record, classify and so on, or to ask questions, make request, give order, seek or impart information, etc.

One may argue that our existing teaching approaches have made the learners 'structurally competent' and have developed in them the ability to produce grammatically correct sentences. The truth is that they are unable to perform a simple communicative task. These 'structurally competent' but 'communicatively incompetent' learners know the grammar but lack the ability to be appropriate as well as fluent. These learners perhaps falter to know how to say a particular thing at a particular time. They know the rules of grammar but do not really know the rules of the use of language. D. Hymes (1971) rightly argues that there are rules of 'use' without which the rules of grammar would be useless.

In India, teaching of English is more or less content-based. The four fundamental language skills, namely, Listening, Speaking, Reading and Writing are generally neglected. This is the reason why our students are found to be weak in Writing. Even at the senior secondary school level, students remember by heart leave application, stories, essays, paragraphs and get through the final examination but, later on, forget most of the things learnt or remembered. On an average, what is taught in school is writing applications, letters to friends and family members, essays, stories – all taught through the grammar translation-method and sometimes, through the structural approach. However, after completing school education, a person is required to write in English social letters, applications for jobs as well as leave applications, invitations, greetings and good wishes, complaints, diary, etc. Later on, while in service, one has to write minutes of a meeting, appointment letters, office orders, notices, telegrams, descriptions, etc. Generally such forms of writing are not taken care of in schools and colleges. This might be the reason why our students fail to communicate with the society they live in. Writing, which is an

important language skill, has been given its due place. Hence, the gap between what is taught in schools and what is required to be done in society after completing education or in office. The newly appointed officers frequently fail in writing notices, orders, etc. The situation is so bad that our students can neither write nor reply to an invitation letter. They are not able to see the differences between the spoken and the written, the formal and the informal forms of language. As a result, one can see the students using formal language in social letters and informal language in formal letters, producing in effect strange, funny and inappropriate expressions in writing.

Students, even after several years of learning through the existing approaches, fail to impart and seek personal information such as describing where they live, or inquiring and making statements about their profession, expressing likes and dislikes, requesting others to do something and expressing agreement and disagreement. Students mostly fail to communicate what they really want to do, not because they lack ideas, thoughts and feelings, but because they have not been taught so far how and when these communicative tasks and acts are performed. Consequently, they are not able to communicate and whatever they communicate is enough proof that their communicative competence needs to be developed.

The ideas, opinions, arguments and views of linguists, theorists, methodologists and pedagogues and the real English language teaching scene in the country give rise to queries like the following:

1. Does traditional language teaching pedagogy develop learner's communicative competence?

2. Does a lot of exposure to the language help in developing learners' communicative competence in written language?
3. Does a lot of practice in English grammar develop learners' communicative competence?
4. Does a lot of exposure to the language as a whole develop learners' communicative competence?
5. Does a lot of practice in writing develop communicative competence in English?
6. Does the present system of teaching English fulfil the learners' needs? What are our learners' communicative needs?
7. What are the teaching strategies required to be developed in order to develop learners' communicative competence in written English?
8. Which method of teaching can be more efficacious and effective in developing learners' communicative competence in written English?
9. What should be the approach after deciding the method of teaching?
10. How can teaching be effective and useful?
11. How can a balance be made between the learners' requirement and the approach of teaching?

Faced with such questions, the investigator deemed it worthwhile to conduct an experiment in the classrooms in order to find out whether communicative competence in written English among senior secondary school learners could be developed? This led to the identification of main problem and the need to study it

intensively. Hence, the need for the study and the statement of the problem.

## **1.2 The Statement of the Problem**

DEVELOPING COMMUNICATIVE COMPETENCE IN WRITTEN  
ENGLISH AMONG SENIOR SECONDARY SCHOOL LEARNERS  
IN HARYANA – AN EXPERIMENTAL STUDY

## **1.3. Objectives**

In the context of the statement of the problem, the objectives of the study may be specified as follows:

- i. To study the communicative competence with special reference to written English.
- ii. To study the communicative needs of the learner in social context for written communication in English.
- iii. To analyze the written communication competence in English.
- iv. To design a model for developing communicative competence in written English for senior secondary school learner.
- v. To study the effectiveness of the model of developing communicative competence in written English.
- vi. To make recommendation for implementation strategy of the development model in written English.

## **1.4 Hypotheses**

Pooling together the objectives of the study, the following two main null hypotheses could be formulated for testing:

- i. There is no significant difference in the attainment scores on written English communicative competence of students

exposed to the development model and students taught through the traditional approach.

- ii. There is no significant difference in the efficacy of the development model and the traditional approach for developing communicative competence in written English.

These hypotheses may be further studied in terms of subsidiary hypotheses as for the communicative language needs of the sample of students selected for the study.

### **1.5 Delimitations of the Study**

The present research study is delimited to the following dimensions:

- a) To writing skills only, out of the four language skills (listening, reading, speaking and writing).
- b) Only to the 9<sup>th</sup> class learners of the Government Senior Secondary Schools.
- c) To the Government Senior Secondary Schools of Sonapat district of Haryana state only.
- d) To the development of communicative competence in written English only.
- e) To learner's communicative needs in social context in written English.

### **1.6 Definition of Terms**

Certain terms that have been extensively used in this study are defined here as follows:

#### ***Communicative Competence***

It refers to the ability to write/say something (ideas, thoughts, feelings, emotions, information, notions, etc.), which is

linguistically and grammatically, correct and accurate, structurally, situationally, functionally and socially appropriate, fluent, semantically intact, sensitive, consummate and formally feasible. It also involves the ability to use linguistic forms to perform communicative functions and tasks.

### ***Written English***

It refers to the forms of written communication in English that include telegrams, street-directions, instructions, invitations, season's greetings and good wishes and description of places, things, events and persons through social and friendly letters.

### ***Social Context***

Here, it means the circumstances, situations and contexts including place, time, setting, role relationship in which persons make use of the forms of written communication referred to above (written English) and it also refers to the knowledge of the role of relationship between the reader and writer; mode of communication, difference between the formal and informal language. It extensively refers to the contexts of the society in and with which people are supposed to communicate through writing.

### ***ELT***

It is an umbrella term and refers to English Language Teaching including the content, approach, methods, procedures, devices, techniques and practices and theories of teaching English.

### ***CLT***

The Communicative Language Teaching (CLT), a recent development in the field of ELT, aims at teaching language (English) as and for communication and it advocates the extensive use of role play, simulation, dialogue, group work and language games

techniques and the focus of teaching is on linguistic appropriacy, fluency and feasibility of expressions. The term 'CLT' also include Communicative Approach to Language Teaching (CALT).

### ***TLT***

The Traditional Language Teaching (TLT) refers to the use of a Grammar-Translation Method, Bilingual Method, Direct Method, Structural Approach and Audio-lingual Methodology in the classroom by teachers. All the teaching approaches and methods, except the CLT, were considered the traditional Methods in this study.

### ***EG (E)***

It refers to the Experimental Group-I that was exposed to the experimental treatment through the CLT and was taught by the investigator.

### ***CG (C)***

It refers to the Control Group that was not given any experimental treatment but was taught by the TLT by another teacher in this study and was also given pre- and post-tests.

### ***Receptive Tests***

They refer to the tests which consisted of the questions with multiple choice answers and which aimed at finding out whether the learners could receive and recognize the right responses from among the four alternative responses provided.

### ***Productive Tests***

These tests refer to the tests that consisted of testing items without multiple choice and aimed at finding out whether the learners who received and/or recognized the right response in the



receptive tests could emit or give the correct response of their own accord.

### ***Comprehensive Test of Communicative Competence***

This test is both receptive and productive in the sense that it not only provided visual information but also asked the learners to reproduce the information in the verbal form. The test, in fact, aimed at testing the learners' linguistic accuracy, appropriacy, conventionality, fluency and technicalities of writing such as the use of punctuation marks, capital letters and the presentation and organization of information in the form of composition.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1. Introduction**

Search for the related literature is one of the first steps in the research process. It is a valuable guide to define the problem, to recognize its significance, and to suggest promising data-gathering devices, appropriate study design, and source of data. According to C.V. Good (1959), "A survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretive purpose".

According to Best (1986), "A summary of the writing of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate and duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project and makes the reader aware of the status of the issue. Parading a long list of annotated studies relating to the problem is ineffective and inappropriate. Only those studies that are plainly relevant, competently executed and clearly reported should be included".

Thus, a review of related literature not only provides a conceptual frame of reference for the contemplated-research but

also suggests methods, procedures, sources of data and statistical techniques appropriate for the solution of the problem. The researcher is able to formulate hypotheses on the basis of review of related literature that presents the rationale for the study.

In the present study, the researcher has made use of related books, periodicals, abstracts, encyclopedias, dissertations, yearbooks and journals in order to understand the problem and prepare the research design. Of particular interest, however, is the review of school-targeted media house news in education specials to promote writing skills among students to make them communicative and creative in their learning.

The literature related to the various components of the present problem involved in the experiment, i.e. linguistic competence, communicative approach to language teaching, bilingualism and multilingualism has been surveyed.

The review of literature has been divided into two categories:

- i. The research studies conducted abroad
- ii. The research studies done in India

## **2.2 Research Studies Conducted Abroad**

A set of just three foreign studies presented here reveals the importance of communicative learning of language and its supremacy over linguistic tradition of learning it.

Savingnon (1972) conducted an experimental study to: (i) develop tests of communicative competence suited to the beginning level of college French; (ii) evaluate the effectiveness of training in communicative acts as part of a beginning college French course in developing both linguistic and communicative competence; (iii) explore the correlation of various attitudinal and motivational

factors with achievement during the first semester of college French in a Midwestern unicultural community and (iv) assess the effectiveness of training in communicative acts as part of a beginning college French course as a means of influencing attitudinal and motivational factors.

Three groups of beginning college French students, two experimental and one control group, participated in the study which were run for 18 weeks and included a total of 42 students. Each group in the study corresponded to a class section in the multi-section beginning French programme at the University of Illinois at Urbana-Champaign. This programme used a modified unilingual approach to teaching French with emphasis on dialogue, memorization and oral drilling of linguistic patterns, particularly in the beginning stages. All the three groups met for four '50 minute periods' a week for the same basic course of instruction in French.

In this interesting study, students, in the experimental communication skills programme (which consisted of one hour per week supplementing the regular audio-lingual type of course), were given the opportunity to speak French in a variety of communicative setting. These ranged from (1-2 minutes) exchanges between a student and a fluent speaker of French in a simulated situation to whole group discussions on topics of current interest. Emphasis was put on getting meaning across. Students were urged to use every means at their disposal to understand and, in turn, to make themselves understood. Grammar and pronunciation errors were expected and were always ignored where they did not interfere with meaning.

An attitude questionnaire and tests of achievement in linguistic and communicative competence were administered to all

students. No significant differences were found among groups on the independent variables recorded: language aptitude, verbal intelligence and high school class rank. A one-way analysis of variance (ANOVA) was then used to test for differences by teaching strategy on the measures of achievement.

The 'communicative skills group',  $E_1$ , performed significantly better than the control group',  $E_2$  or the 'control group', 'C', on the test of communication skills. These findings were interpreted as evidence of the need to distinguish between communicative competences, on the one hand, and linguistic competence, on the other, noting that it is the latter, which is typically rewarded in the foreign language classroom.

Margo (1985) studied the role of communicative competence in the first and second language achievement as demonstrated in the measure of essential communication and concept achievement. The purpose of the study was to examine the communicative and the academic proficiencies of first and second language learners with the intent of improving current student assessment practices. The sample consisted of 304 intermediate grade level students in the third target school district of Illinois.

The data were analyzed by grade and across grades. Specific situation procedures, namely-analysis of variance, PPM correlation were used. The findings indicate that the development of entry and exit criteria for educational programmes should rest on both theoretical research and classroom practice.

Avalos (1987) studied and investigated the relationship between creativity and communicative competence strategies among bilinguals and bi-dialectual adolescents. The purpose of the study was to investigate creativity in relation to 'adaptivity'.

'Adaptivals' are defined as native language and cultural limits by speakers of English as an L<sub>2</sub> or dialect in developing communicative competence in the target language.

The results are: (i) if oral language is used effectively in teaching writing, it can serve in the capacity of clarifying and checking language in the process of developing the written product a significant relationship was found between scores on oral and written tasks, and (ii) Acquisition of a second language correlates significantly with creative development.

### **2.3 Research Studies Done in India**

Similarly, a set of four studies conducted in the country tended to reveal the significance of communicative learning of language, specially English as a language for day-to-day working.

Saraswati (1982) explored the nature of communicative competence in relation to learning a language for specific purposes; and on that basis, suggested guidelines for designing a course in English for official purpose (EOP) for undergraduate in Tamil Nadu, India. 30 business letters were revised and changes introduced in them and then analyzed. A questionnaire was administered to 125 business people at different levels of official hierarchy. A diagnostic test in written English was administered to 60 final year B.A./B.Sc. students and 40 final year B.Com. students of Madras University. An outline of the course was designed on the basis of the response gathered through the tools.

Singh (1984) studied linguistic and communicative abilities of higher school teachers of English in relation to their classroom functions. The sample consisted of 60 trained graduate teachers (TGTs) and Post-graduate teachers (PGTs). Four test measures were developed; (i) A test of Speaking ability; (ii) A test of Writing

ability; (iii) A test of sensitivity to pupil-errors; and (iv) A test of sentence complexity. Teachers' competence was studied. There was a significant difference between the subject Speaking ability and their Writing ability. Their speaking ability was better than their Writing ability.

Soumini (1984) designed a course based on communicative approach to English language teaching in regional medium high schools. The course was designed for regional medium class IX and X students using science as the content. In the parallel group, experimental design was employed. The sample consisted of high school students. English proficiency test I, II, science pre-test, post-test, questionnaires were used for the study. In the case of science pre- and post-test gain, scores of the experimental group demonstrated a significant improvement due to communicative Approach. The educational implications of the study are: (i) English Language Teaching through the communicative approach will give the students some capacity both for receptive and productive knowledge; and (ii) Activity-oriented language learning has to be reshaped by designing suitable tasks as to facilitate the development of communicative skills.

Gupta (1988) conducted an experimental study to find out the efficacy of language laboratory exposure in developing language proficiency and communicative competence of tribal learners of English. The study was delimited to listening and speaking skills of classes VIII, IX and X tribal learners. The experimental pre-test post-test equal design was used for the study. A standardized test for listening comprehension and another test developed by the researcher were used. Exposure developed language proficiency of the tribal learner of English.

Language laboratory exposure developed the communicative competence of the learners in English more than the Audio-lingual method developed without laboratory exposure. It was also concluded that language proficiency in English helped to develop the communicative competence of tribal learners of English.

## **2.4 Outcomes of the Review of Related Literature**

The following significant points emerge from the brief review of the related literature conducted in this chapter, which may suffice for the purpose of the study, specially in designing the work in hand.

- Research work in Communicative Approach, though scarce, is quite revealing.
- Although a lot of literature on methodology of teaching English as a second language is available as reported in the three Surveys of Research in Education (M.B. Buch) and some studies on comparative usefulness of two methods, Structural Approach and Direct Method have been undertaken both in India and abroad, yet not much work has been done in the process of developing communicative competence in learners of second language, particularly in the learning of English.
- A lot of work needs to be done in the communicative language teaching to enable it to gain full currency because it is still an emerging trend in the present world.
- Communicative Approach to teaching a second language, especially in teaching English in the Indian situation, is almost a very recent phenomenon. Evolving a strategy based on the approach assumes a venture of pioneering in the field of English Language Teaching (ELT) because very little has, so



far, been done in this field. Lot of research is needed to make any strategy functionally proficient.

The study of related literature suggests the need to do the following:

- a) To go for a task-analysis as to what communicative competence means in behavioural terms.
- b) To stratify a communicative approach in the teaching of writing (Written communication).
- c) To frame out the communicative postulate in the teaching of writing.
- d) To conduct classroom-based research in order to test different components of the communicative approach to language teaching.
- e) To conduct pedagogical analysis of newspapers as input towards communicative learning.

## **2.5 Media Input for Communicative Schooling**

Over the last two decades or so, various educational as well as media institutions in the country and abroad have been up and doing in examining the school master function of the media, on the one hand, and the communicator function of the school teacher, on the other, thus making quite a big room for school journalism as a potential area for boosting communicative learning of languages as well as other subjects. The evidence may not be far to seek.

### ***2.5.1 Review of School Based Newspaper Tabloids***

One of the outstanding contributions in the field of educational journalism in the country in the recent decades is the boom of School Journalism Tabloids being brought out by a host of Newspaper organizations at national, regional, state and even

district levels to promote the cause and quality of schooling in its various aspects. The most recent, however, is 'HT SCHOOL TIMES' brought out every week by the Hindustan Times, besides 'YOUNG EXPRESSOINS' by the Indian Express and 'NEWS IN EDUCATION' by the Times of India every fortnight and month respectively, among others, at the national level. A review of some of these tabloids may be quite revealing.

#### *2.5.1.1 Review of HT School Times*

##### *(a) Advertisements about PACE in Brief*

The HT School Times is the latest input by the print mass media to boost the process of school education and to render it due pace to help it become comprehensive, lively and meaningful for development of language competence and life skills. It may be interesting to know the kind of posers that it put forth on behalf of the student community to make itself worthy of their aspirations and expectations. "Is there a newspaper that speaks my language?" is one of the first premises posed by one Rishabh of class VIII (August 28, 1998) in the Hindustan Times, followed by "Finally, a newspaper we can call our own", say Rishabh and Shreya of the same class (September 5 and 17, 1998 and again on October 29, 1999) while Shreys says (on November, 1998), "I have so much to tell", inviting students to join the PACE programme through their respective schools.

PACE in its full form means 'Partnerships for Action in Education' which in itself conveys the potentials that the fast emerging educational journalism has for school purposes. It states multi-pronged approach to improve school situation particularly in terms of students' achievement, their communication skills and in making them pace-setters in tomorrow's world through projects,

quizzes, workshop activities, school activities, etc. Describing the PACE perspective further, it is stated that HT School Times – the communication vehicle of the PACE – is designed to facilitate a dynamic and creative interaction between the members and partners of PACE, it is targeted at students in the age group 10-15 years. Its focus is multi-fold – ‘Energizing the syllabus’ being one of its most important components with express emphasis on the ‘News that brings learning alive with information, Regular world-news round-up, and other features that generate excitement and make education more comprehensive and interesting’. It has also commitment towards carrying ‘News of the young world’ section comprising ‘news from the world that is young and free. It’s another section is devoted to ‘INKSPOT’ to provide opportunity for students to contribute their writings and bring forth their ideas and opinions’. Besides, ‘to add to the excitement, the newspaper has a fun page containing stories, internet happenings, comics, teasers, art and a whole lot of interesting features that simulate young minds’. It still further goes on to say, ‘with a great package for students, HT School Times is news, education, creative expression and much more’.

Among salient features of the HT School Times as per its proposed programmes include every week a special theme for its comprehensive coverage in as many dimensions and aspects as could well be conceived of. For instance, the issue raised (for August 31, 1998) pertained to teachers and the students’ opinion about them, stating, ‘want to know more about teacher? HT School Times talks to students about their teachers ... Books for teachers – some books that help teachers with their job and ... Life skills give pointers on how to deal with a disappointing report card ... students tell you what they would do if they were teachers ... and finally, ...

your favourite teachers'. To encourage reading habits amongst students as well as teachers at least two books are suggested every week which may offer fascinating reading for them. Besides, the profile of a school is proposed to be covered week after week to encourage experimentation, innovation and boosting the spirit of novelty in the school plant, the school process and the school climate for meaningful schooling. In fact, anything under the sun can make an input for educational purposes in the School times, with its principal focus on developing among the teaching-learning community creative and constructive expression. It may present country profiles, snippets on animals and creature, science experiments, home equipments and gadgets, sports quest and among others, the NEWS QUIZ to realize its motto – 'ENCOURAGE CHILDREN TO READ A NEWSPAPER EVERYDAY TO GIVE THEM A HEADSTART IN LIFE. NEWSPAPERES EDUCATE AND INFORM LIKE NOTHING ELSE'. Thus, schools associated with the PACE are given extensive coverage to meet the aspirations of students like Shreya of Class VIII who says, 'I HAVE SO MUCH TO TELL'.

*(b) Review of a few 'HT School Times' Numbers*

The Hindustan Times devoted nearly nine months (since September 1998) to try out its HT School Times perhaps on an experimental basis with its member schools and encouraged by its extremely rich potentials for positive contribution to school education, it threw open this platform for almost all schools all over the country, with its May 4, 1999 issue, with the request, "with this issue we welcome all you students to write in to us and tell us what you want to read. Together, we will make HT School Times the best students' paper ever. And that's a promise". With this issue, the PACE pledged 'GIVING A NEW MEANING TO EDUCATION' stating,

'we will bring to you, week after week, news that will interest you, puzzles, teasers and quizzes you can wrack your brains on, and creative writings from students like you, apart from a host of other activities'. It acknowledges further, 'the involvement and enthusiasm of PACE student members has made HT School Times what it is today. At our end, we just put things together. It is your ideas, your suggestions and yes, even your criticism, on which we depend'. With this issue onwards, the Hindustan Schools Times' seek to give not only new meaning to education but also to boost the cause to School Journalism in the country in quite a big way. And with this issue, it seems, School Journalism not simply establishes deep roots for qualitative improvement in school education but also gives sound indications that School Journalism in the country is now coming of age, with HT School Times proving to be a Pace-setter in this direction.

Examining just these issues of May 4, 11 and 18, 1999 of this tabloid feature of the PACE would throw a great deal of light on its broad perspective and approach to the making of school journalism a powerful vehicle of schooling for the early adolescents belonging to the age-group 10-15. Opening with the 'NEWS FROM THE WORLD OF SCIENCE' on its front page, it presents 'SPEAK YOUR MIND' column as a permanent first page news-item where students give their opinion on 'HOLIDAYS VS HOMEWORK - They go together like oil and water'; 'HOW MANY HOURS A DAY DO YOU WATCH TV? HOW MUCH IMPORTANCE SHOULD BE GIVEN?'; and 'Do you want your parents at home during your holidays, or would that just cramp your style?' in these three issues respectively. The modus operandi of inviting students' opinion is through announcing the new topic in the form of a question, a statement and the like every week in advance. Thus, about half-a-dozen of the best opinions sent

in by the students every week are selected and printed, which not only encourages the students to think originally but also to express their frank and free opinion on the issues pertaining to the vast gamut of their creativity as students. An extremely laudable endeavour indeed on making school journalism a veritable input for quality school through this process, the process of original thinking and creative expression which tends to make the very hallmark of developing excellence in school education. An objective analysis of brief and crisp opinions offered by the juvenile generation on different issues every week would be really enchanting as well as ever-fresh.

Besides developing the habit of creative thinking and free expression, the HT School Times carries another regular column, on its fourth page though, to develop the habit of reading newspaper every day among the students through its PACE News Quiz which poses the challenge of 'test your knowledge about current events. All answers can be found in recent issues of the Hindustan Times. The quiz is generally based on events covered during the preceding two weeks. Three prizes are conferred on the best and correct answers given by the students. Think of the enormous corpus of knowledge and events thus gathered at the rate of as many as six quiz items every week so much so that over a period of time it can quite well generate the habit of preparing the source book of such latest information by each student even on individual basis, to enrich one self in turn even for competitive examinations for the whole lot of avenues being thrown open in this fast emerging age of information technology. The quiz item was experimented upon for nearly thirty five weeks of the incubation period of this magazine as the open forum for this news item commenced on May 4, 1999 with the Quiz 36.

Quite interestingly, 'THE IDIOM BOX' also makes another important input at this page to enrich the students' grasp and hunger for deeper knowledge. One meaningful idiom is chosen and printed every week and pictorially explained with its meaning, the example of its usage in the common parlance of language and its origin. Learning an idiom or an idiomatic phrase even at this rate and in the style followed makes learning gradual, steady and lasting besides developing the habit of continuously and consistently updating one's learning which is verily the cornerstone of true learning. This page entitled 'WISE ANGLE' also regularly carries 'the laugh time' titbits purely educational in nature and specifically addressed to the juvenile age group, two comic series meant to explore and exploit the students' imagination for educational purposes, a permanent column on 'the natural world', a 'country profile', two book reviews, a 'treasure trove' place, and a host of puzzles – the number puzzle, the unscramble puzzle, pet stones puzzle, criss-cross puzzle, test your word power quiz, riddles, cyber tap and the like – which open the vast vistas of meaningful educational news for the children to help them build and woo the broadening of their mental and intellectual horizon in the best of the language that they can put on.

Similarly, page 3 of the tabloid makes its 'LIVE-WIRE' shine with outstanding contributions of these children in prose and poetic forms on a vast variety of problems and issues that tend to attract their attention for news coverage for the 'INKSPOT' ranging from messages for the dear and near ones, for the friend, teacher, mom, dad or anyone else to phonetics and sports, to palettes and competitions and to anything under the sun that matters to the students. Thus, for setting the PACE in tone and tune, it makes an open invitation in these words: 'Write in to us. Tell us more on what

you want and what you don't want. Send us your opinion on everything that matters to you. It's your paper. Contribute towards creating it and making it more interesting and useful'. It makes further request on PACE Times page 2 thus: 'Schools are requested to send us information on forthcoming events in the school – events such as fetes, tournaments, workshops, annual days, etc.' under the Newsmakers column. Inter-school events are also covered here with prizes sponsored by various agencies and institutions. In fact, the gamut of activities undertaken by PACE is not simply restricted to news coverage; it is all comprehensive including its direct participation in the whole lot of programmes organized individually or collectively by various schools. These include organizing essay competition, debates and declamations, painting and quiz on-the-spot competitions, puzzles and crosswords and a whole lot of educational activities in and outside the school.

Thus, a quick glance at the pages of the HT School Times reveals that the content of its coverage is not only through and through educational but is also based on what the schools do or wish to aspire for. Its coverage is very broad-based and yet extremely grounded into the school profile and programmes. It carries News from the world of science such as the Revolutionary Robo-worm, Sundial on the Mars, The world's first tree, Vegetable world, Animals world, Land and the countries, Hole in the Space, Volcanoes and Quakes. The Wild Green World, The Hills and Mountains, Weather and Climates, Birds and Beasts, Journey around the world, Galactic mystery and Global warming, Green House Effect, Diseases and cures, In the Deep Blue Sea, Super Bugs and Cyber World, Environment Watch and The End of the World, Interactive Grids and Amazing Beaches, Stars and Star World, Feathers and Birds, New Elements and Mysteries in Stone, Sun and



Solstice, Pollution clouds and acid rains, Canyons and valleys, Fossils and Leaves, Walking on the Moon, Loveable and Pet Animals, Strange Facts and Science Fiction, Cloning, Eclipses and Whirlwinds, Snakes and Scorpions, Computer Bug and 2k phenomenon, Black hole and Ozone, Know your Brain and the microchips, ICY Zones and Underwater Wonder, Genes and Genetics, Rivers, Seas and Ocean, Hurricanes and Storms, Extinct and Endangered Animals, Plastic and Plants, and indeed quite much more from the domain of science, scientific discoveries and inventions to make the learning of science and scientific knowledge interesting as well as lasting for the growing child at the tender age of 10 to 15 which is verily the target group of the School Times.

Besides science and scientific knowledge addressed to this learning group, the HT School Times disseminates the content knowledge of humanities, social sciences and languages not only for consumption and content enrichment but also for assimilation and practice in the process of schooling and learning. It also provides for a meaningful forum for the target group for boosting their general knowledge to prepare them for the competitive world that they may have to face both within the school situation per se as well as in the open world outside the school. It also makes enough room for developing among the students the attitude and spirit of cooperative learning and living through a host of activities that it seeks to arrange and organize for the students and their schools. A few examples of all such elements would do. Summer camps for Creative Learning, Workshops for Creative Art, Workshops for Parents and Students, Seminars for Teachers and Principals, Centenary celebrations, Gala Day celebrations, celebrating Book Week, Health Week, School Fetes, fairs and festivals, Hobby camps, creative writing workshops, camping, organizing School Cabinets

and Parliaments, Nature Orientation Activities, Workshop on Performing Arts, Discovering lost civilizations, Discovering the last frontiers, Computer workshops, Environment contests, Newspaper reading workshops, Yoga camps, Interactive workshops on history, art, culture and heritage, Production-oriented theatre workshops, clay and paper games, workshops on cartooning and animation, Literacy and Green Drive Camps, Students' Marching for a cause and Creativity Displays, Organizing Young Talents Festivals, Understanding school history and its contribution, Organizing Festival of Thoughts, Understanding role model camps, Deliberations on recommendations of educational committees and their implementation, school website, Cleanliness and community camps, understanding Elections and the democratic process, understanding students' role in times of peace and war, participation in Teachers' Day programmes, Internet and the role of Teachers and Schools, Philately for understanding history and heritage, international peace day march, Project Literacy, Exploring the heritage festivals, and a host of similar other projects and programmes undertaken by the PACE Forum besides a number of topic oriented debates, discussions, declamation contests, etc. throw a good deal of light on what and how PACE and the HT School Times tend and try to create a positive learning environment to enrich the students' capacities and capabilities and to explore and exploit their talents for meaningful educational purposes, individually as well as collectively.

In nutshell, HT – PACE or Partnerships for Action in Education is an effort in bringing together the educational resources available in the community. The programme consists of three basic modules. The first is a newspaper pull-out HT School Times. The content of this pull-out is material that is of interest to students and all else

connected with the education process. The second module is the Partnership Linkage module, wherein partnerships are established with institutions that have a wealth of resources to offer to the students. The third module is the Curriculum Support Package that links the newspaper to the curriculum, to enhance classroom teaching. This multifold objective of PACE was described in an HT-Pace, The Hindustan Times Schools' programme held in an interschool on the spot essay competition organized in association with the National Museum of Natural History (on 27<sup>th</sup> November, 1998) to commemorate the World Conservation Day where some 200 students from 40 schools across Delhi participated from classes VI to VIII students on the topics 'Why Conserve Nature?' and 'Need for People's Participation in Biodiversity Conservation; for junior and senior group students respectively. Each group carried eight categories of Best Essay Prizes. This establishes the fact that the HT School Times is venturing to make direct and positive contribution to the cause of quality schooling in the country in quite a big way, though this attempt is just a couple of years old.

#### *2.5.1.2 Review of the NEWS IN EDUCATION Tabloid of the Times of India*

##### *(a) News in Education Programme*

Unlike HT School Times which is just a couple of years old, NEWS IN EDUCATION of the Times of India is almost two decades old. In a letter addressed to the Principals of selected schools, the NIE suggested a curriculum to suit their needs, stating that the NIE programme was established in 1985 by the Times Group, 'in order to inculcate a regular reading habit amongst children. It not only keeps them abreast of current issues but also helps evolve analytical skills and abilities'. It states that the NIE programme entails the following:

(a) *Specialized Workshops* – Workshops as a concept was evolved in order to ensure interactive and fruitful lessons with the students. Under this programme, a 'gamut of workshops is provided to the NIE member students (all around the academic year) to enable easy and effective learning. These workshops are conducted by highly trained and qualified personnel, which are directed towards an overall development of the individual. These entail:

- Introductory
- Academic
- Extra Curricular
- Career Counselling
- Lecture Demonstrations
- Specialized Workshops

(b) *Special Students' Issue* – '*The Times Offspring*' – The NIE programmes provides a unique facility to students with creative writing skills. The Times Offspring is a forum evolved especially for students who are keen to develop their writing skills. This in turn works towards creating a desire to read, informatively and creatively.

Each academic year has approximately 18 issues of the Times Offspring, wherein a minimum of 38 schools can participate and see their articles in print. These are in turn read by all the other 100 NIE member schools.

(c) *NIE's Magic Box*

- NIE provides Yearly Planner to the students and the staff members. This in turn enables them to carve out an effective *modus operandi* for the academic year.

- A special discount coupon worth Rs.100/- is provided to the NIE member student via The Times Offspring. This coupon can be used by her/him to send a message of any kind, free of cost in the NIE Times Offspring column in the classified column of the Times of India on any day of the week.
- The students shall also be given other items in the form of badges, bookmarks, timetables, fun-filled and creative worksheets from time to time.
- Workbooks are made available to teachers as a tool to ensure easy and effective teaching.
- Interesting and informative material is provided to teachers on the utility and use of the newspaper in day-to-day functioning.
- The Times Offspring also carries various quiz items. The NIE member students can bag early bird prizes/ certificates for the same.

*(d) Press Encounter*

Along with all these facilities, a yearly press visit is arranged for the NIE students such that they can delve into the details of the entire process of Newspaper Printing, its cost-effectiveness and relevance.

*(e) Yearly Highlights*

The NIE department also organizes three major events for each academic year. These entail:

The Annual Inter-school Quiz – The 'Fundamental Quiz' of The Times is a much awaited event and is organized by NIE for its

member schools. It is a highly spectacular event conducted by the most talented and well-established quiz-masters in the country.

The Annual Inter-school Debate – the coveted “Rodin Trophy” is presented at the prestigious annual debate. The debate is judged by a panel of eminent personalities from diverse fields.

The Annual Teachers’ Seminar – This is an ‘interactive and intellectually stimulating session with the principals, teachers and the NIE personnel. This in turn facilitates wider thinking processes, innovative teaching practices and liberal exchange of ideas.

The gamut of above mentioned activities has proved to be an enriching experience for students over the years. We do hope sincerely that students in your school benefit and enjoy the facilities provided by the NIE programme.

Obviously, the NIE programme is primarily addressed to students as well as teachers and other school personnel to make education more meaningful and tangible to school purpose. This is, however, not all that the programme tends to do. It is also addressed to parents as well who can well be equal partners in the children’s education. In their leaflet ‘PARENTS AND THE NEWSPAPER’ it is stated thus:

“As an interested parent, most likely you have asked your child’s teacher what material you could use at home to reinforce his or her reading skills. No doubt, the teacher offered many good suggestions. And yet, there is one learning resource that might not have been mentioned – the Newspaper. It is full of information which appeals to every reading taste and interest, and you do not have to go searching for it because it is probably in your home already.

The Newspaper is inexpensive and educationally profitable for children. Its broad range makes it a powerful learning tool for all students. It contains news articles, sports, entertainment, special features and much more. The newspaper is worthwhile for children to read because it:

- Encourages reading for fun.
- Helps sharpen reading skills.
- Broadens the variety of reading material.
- Helps a child become aware of the daily events happening around him or her.
- Allows the child to widen his or her understanding of local, national and international events.

The use of newspaper, however, should not be confined to the classroom. It can also be used at home. But, before you begin, it is a good idea to first learn more about your child's interests concerning the newspaper by listening carefully to the questions he or she asks. As a parent, it is important that you spend some time with your child in order to take full advantage of all that the newspaper offers. Here are some suggestions:

- Question your child regarding words and pictures he or she has clipped.
- Comment on pictures or articles.
- Divide your child's time equally between the serious and entertaining news.
- Help your child to realize the necessity of knowing the facts before forming an opinion.
- Use short period of time with your child.
- Encourage your child to read the newspaper everyday and take time to do the NIE activities.

The leaflet further states:

"The Newspaper in Education Department at The Times of India has been working with educators offering instructional material and suggestions for using the newspaper as a teaching tool. We will also be participating with parents and teachers to further the many enjoyable activities that The Times of India can provide for educational development both in the home and the schools.

The benefits of this programme are various. Not only are the students receiving current information with the newspaper, they are also developing the necessary skills, imperative in their role as future decision-makers.

Now you and your child can sit down together, discuss, and participate in the excitement of events shaping the world".

And about "PARTNERS IN EDUCATION", another leaflet states thus:

"Newspapers are institutions with great public responsibilities, while schools are institutions with great responsibilities for private individuals, but they are alike in two immensely important ways.

First they are both very human institutions whose ultimate success rests wholly on the quality of human being who staff them.

And second, they are both engaged in the enterprise of educating human beings, adding to their store of knowledge and extending their horizons. Together, they are engaged in the monumental task of public enlightenment".

The NIE Times is not simply satisfied with propagating slogans and stating objectives of their school-cum-parents oriented Newspaper in Education programmes. They have also on hand



practical hand-outs on 'HOW TO READ A NEWSPAPER INTELLIGENTLY', which is equally useful for students, teachers and parents alike. For introducing students to the world of the daily newspaper, it states and suggests thus:

1. *Start from Scratch*: Not all students read the newspaper and still many more do not know how to read it intelligently.
2. *USSR or SSR*: That means do not give any directions when you first hand out the newspaper. Let the student have 10 or 15 minutes to browse through it. (USSR – Uninterrupted Silent Sustained Reading).
3. The newspaper, first and foremost, is a source of news. It is not just another kind of textbook. Teach students the paper's own intrinsic value before using it as a 'workbook'.
4. The newspaper is not written on one particular level (say 7<sup>th</sup> grade) but has many different levels. Some parts will be easier than others.
5. After a period of USSR, familiarize students with the paper's format (front page, index, pagination, features, etc.).
6. Help student to be efficient readers through:
  - Surveying
  - Scanning
  - Slowing down
  - SummarizingHelp them to locate information quickly by using the index, by reading headlines, by knowing where regular features are.

Remember: As someone has said, "SOME PARTS OF THE PAPER ARE FOR TASTING, OTHERS FOR CHEWING AND STILL OTHERS FOR SWALLOWING AND DIGESTING".

7. Help build the newspaper reading habit by providing access to the newspaper and by encouraging regular reading. Continuity is the name of the game.
8. Encourage homework with the newspaper. Provide bulletin board space for clippings. Give extra credit for newspaper reading.
9. Discuss with students why newspaper reading is important. (It chronicles our life and times; it informs; it interprets; it analyzes; it entertains; it helps you cope with everyday life; it helps you to be a smart consumer; it is fun).
10. Now you are ready to use the newspaper as a teaching tool in any subject area, with any grade level.

However, the Times NIE programme does not seem to be satisfied merely with suggesting tips for reading the newspaper intelligently and goes further ahead in giving 'SOME GOOD EXAMPLES OF HOW A NEWSPAPER CAN BE OF USE' in another pamphlet thus:

"This is a scientific programme designed to introduce newspapers as a valuable teaching tool forming an integral part of the education process.

A 'Living Textbook'. Newspapers are the only medium which provide continuous, up-to-date, interesting and relevant body of a cross-section of news which can serve as a valuable aid in motivating a unique form of study – at a price that is astonishingly cost-effective.

A dynamic teaching aid that informs, enlightens and educates, initiates good reading habits that sparks off thought and discussion and fosters far-reading civic and educational values, the NIE programme is offered to you for the first time in India by the Times of India publications..."

Besides, it also suggests nine points around which newspapers can be profitably exploited for educational purpose. These are:

1. Well-written features and editorials improve language, enhance communication skills.
2. Balanced in-depth reportage increase understanding of world affairs.
3. Topical coverage offers continuous knowledge of every day events.
4. Well-researched and thought-provoking material sharpens critical and analytical faculties.
5. A variety of news, views and reviews presents 'complete' reading.
6. Cut-out, mount, dissect, display newspapers add flavour to teaching. Make learning fun.
7. On-the-spot stories bridge the gap between theory and reality.
8. Motivate thinking generating curiosity.
9. Develop potential decision-makers of tomorrow".

Quite interestingly, the Times of India Newspaper in Education prefers to define a good newspaper in words full of in-depth thus:

"A good newspaper performs two functions. It is a mirror held up to its community, its nation and the world, and it is a critic of these images. But a good newspaper does not confuse these two

functions. It reflects in its news columns and its comments on its editorial page, and in its signed articles.

A good newspaper prints fully, accurately and clearly the important local, national and international news without bias or distortion. Inaccuracy is viewed as the greatest sin, and when a mistake is detected, it is promptly corrected. A good newspaper does not censor its news, and it is an abiding foe to those who do.

A good newspaper, after accuracy, strives for a fashionable presentation. It aims to get the best possible pictures and art work without sacrificing the unattractive but important news.

A good newspaper is opposed to all arbitrary action whether by government or by the mob. It works to uphold the rule of law and to change the regulations disliked by society.

A good newspaper must make enough money to stay in business. It therefore must have competent circulation, advertising and promotion departments.

A good newspaper is an educator, an entertainer, a critic, a crusader, a leader, a public conscience and occasionally a gossip.

And as to the importance of newspapers for developing writing skills yet another handout elaborates thus:

"The newspaper is full of various models of writing techniques. It contains news and features, reviews and editorials, comics and advertisements. It is a comprehensive manual illustrative of the diversity in which written language can be expressed.

A successful newspaper employs high standards for each of these styles by striving for concise, imaginative, simple, objective and intelligible written matter.

A newspaper is a unique play-ground providing the facilities needed to motivate children in learning difficult and important writing skills."

In still another hand-out, it is further stated, 'The newspaper serves as a valuable aid in motivating a unique form of study because it is the most up-to-date textbook supplement available for teaching Language Arts and Skills, General Science, Social Studies, Mathematics and other subjects. While some textbooks become out-dated immediately after publication, the newspaper updates itself daily, keeping abreast of the latest development, locally, nationally and internationally.

We believe that the newspaper should be used as one of the tools in achieving the enormous task of informing and educating our society to become responsible and conscientious citizens. Our first step would be with the young – after all, it is with them that our future lies."

Moreover, 'The newspaper is the most widely and consistently read literature published. It is the most accessible current and vital print medium. It should, therefore, have a prominent place in the school curriculum."

And indeed, "NIE is an international programme to advance the use of the newspaper as an educational tool for the schools by over 800 newspapers worldwide."

It might, therefore, go without saying that "The Newspaper is a text particularly adaptable to the wide range of abilities because it is written for a broad audience. It has material for the student who loves sports and heads for the sports page first. It has material for students who can only read the headlines, or only the comics. And it has material for the advanced student who wants to be challenged

and finds that challenge in the editorial page. There is no set way to introduce the Newspaper. There should be as many as there are teachers and students."

With this background of the perspective that the NIE programme and the Newspaper in Education of the Times of India aims at, it may be interesting to review a few issues of 'The Times Offspring.'

#### *2.5.1.3 "THE TIMES OFFSPRING" of the Newspaper in Education*

The Times Offspring, a bi-monthly feature of the Time of India took off in 1985 with the express purpose of inculcating regular reading habits among children and for keeping them abreast not only with the current issues and problems but also to help them evolve and harness their analysis skills and abilities. Being specially addressed to students, it provides unique facilities to them to develop their creating writing capabilities which in turn work towards creating a desire in them to read informatively and constructively. To give them the benefit of maximum opportunities, a host of joyful learning experiences, activities and programmes are regularly organized for them. Among these, student oriented specialized workshops are conducted by highly trained and well qualified personnel with active involvement and participation of students all round the year to ensure interactive and fruitful lessons to help them learn easily and effectively. The range of these workshops seeks to cover almost the whole gamut of school activities though their principal focus is on developing regular reading and writing habits among the students. Various types of quiz items, intellectually stimulating innovations are incorporated in the programme to provide them with enriching experiences directed towards overall development of their personality.

Though the Times Offspring is particularly addressed to the students, it also involves their teachers and school principals to make the learning-teaching experiences lasting and tangible. Besides providing them with workbooks as tool to ensure easy and effective teaching and interesting and informative material on the utility and use of the news in day-to-day functioning, an annual seminar of teachers is regularly organized with an interactive and intellectually stimulating session with the principals and the media-education personnel to facilitate wider thinking processes, innovative teaching practices and liberal exchange of ideas to promote optimal learning capabilities of school children. An inter-school quiz conducted by the most talented quiz-masters and an inter-school debate are regularly organized annually for the member schools and along with these provisions, a yearly press visit is arranged for the students to acquaint them with the process of newspaper printing. An annual calendar of activities is also worked out to help the students and the staff to carve out an effective modus operandi for the academic year. All this goes towards preparing the students to actively participate in the preparation and bringing out the bi-monthly.

Interestingly, the 8<sup>th</sup> May 1995 issue, for instance, was specifically addressed to the topic INDIA while that of 23<sup>rd</sup> November 1995 to the topic INDIA IN THE 21<sup>st</sup> CENTURY, which in a way reveal not only the richness of the content presented but also the creative capabilities of the school children in putting their ideas across in an imaginative, interesting and lucid manner more in the style of a creative reporting than merely attempting routine essay type stories. As an example of excellent imaginative news writing, the front page top story 'What do I write' of the 8<sup>th</sup> May Times

Offspring opens as if the Pandora's Box of topics that deserve attention, particularly in the present day context:

"So, the topic is India. How to begin? What do I have to write about India? What is there to write about anyway? Poverty, politicians, religion? Gandhi, Nehru, Freedom struggle, the Raj again? Hindi movies, (tut, tut, the unimaginative vulgarity!!), cricket, literature, wonderful scientists again? Unity in diversity again? How wonderfully ancient we are, Oh! the terrific culture, the terrible Western influence again? No, no, no! I refuse to even think of all this. Or should I write about the status of Indian women, the girl child, the caste system (which vanishes for a short period, then rears its not so pretty head again and again). Or may be I should just stick to the goodness of Mother Earth, the beauty of the country and end up sounding like a tourist guide. Are you then telling me that there's nothing about my country that I wish to write about? I am after all the 21<sup>st</sup> century teenager. Therefore, I demand to know why is it that my country offers me nothing exciting to write about?

"What is there in my life? House, school, home, school, the occasional outing. I remember when I was small I used to go to crèche but now my dadi is here. I come home from school. My parents are working. They reach home around 7 in the evening. And crash out. At least, I am lucky, my parents try to spend part of the evening with me. Of course, it becomes rather boring because it's the same ritual everyday. 'How was school, homework finished, did not trouble dadi' and so on. But it is better than what some of my friends go through. For them, the family is together only in front of the TV. My dadi's cute. She's full of declarations of doom and stories of yesteryears. I personally feel she makes up half the



stories. Can you imagine, according to her, she grew up in a family of twenty four! Isn't that sort of a crazy figure to live with day in and day out. Uncle, aunts, cousins, the works!! Ugh! When two of my cousins land up, it becomes a strain on all of us and this lady is talking in double figures, that too without any ill-feelings. And then she tells me about their gardens and tree climbing escapades.

Incredulous the stories my little old lady tells me. My life's been spent in this city, in this flat. I like my home. Even if it is sort of caught between lots of other flats. Mummy's put lots and lots of plants all over. When we go for holidays once a year, we usually go to nearby places like Jaipur and Gwalior, and beautiful places in Himachal Pradesh. But I have never seen the kind of place my dadi talks about. We never go to any place like that. May be they don't exist any more. So that's my home life. Studies are a pain but the other activities in school are fun. I am in the rock-band but no one appreciates at home. My dadi anyway think I am running the family name. Grin! Grin! Wait till I start dating, lady! So this is it my life. My country doesn't picture in it at all. It's just a place I live in. I know the regular information, the languages and the festivals and the types of food and which part of India imparts what accent to the English tongue. And all the 'knowledge' about my motherland which explodes all around me. But what I am trying to say is that there's nothing special in me that makes me feel "Indian'. Well, what is an Indian supposed to feel like anyway? We're very regular, we're so bad or so good as any other country.

"So what can I write about my India? It's fine by me that I'm an Indian but I don't think I'd be much different if I were say from Iceland or something. I mean it doesn't really matter to me. I'll end here because now I'm getting this funny feeling that I should 'feel'

something about India and being Indian. So I think I'll just go and do some serious thinking and get back to putting pen to paper with more sense."

In this flight of creative imagination expressed in the two to three paragraphs above, almost the whole lot of the Indian scenario in its socio-cultural perspective under the impact of information technology vis-à-vis modernism has been well brought out suggesting therein the imminent problems that we face today. The other stories included in this tabloid are: paying a tribute to the greatest poet and Nobel Laureate Rabindranath Tagore on his birth anniversary on 9<sup>th</sup> May quoting from his great poem Geetanjali the spiritual ideals with which he hopes his country would 'awaken'; An overview of Indian sports and Indian cricket; hundred years of Indian cinema; looking at us Indians – an interesting account of a student's perceptions about the Indian way of life under the broad captions like traditional family life, village life, city life, religion, clothing, food, health , education, arts, architecture, painting and sculpture, music and dance, literature; Home is where the heart is; India of my dreams; India's population; Indian quiz, etc. – all contributed by the students of classes VIII, IX and XII of Mother Teresa Public School which was given the responsibility of producing this issue. It also carried school news of two other schools and a few guest write-ups on Importance of Language by a class V student of GNPS; Death bed – Ashes to ashes on the evil of smoking by a class IX student of APS; and on What is happening to this world by a class VIII student of NEPS – all of which make outstanding reading of the creative expressions of these students.

Likewise, the November 23 issue of the Times Offspring makes an interesting reading with lead articles on India in the 21<sup>st</sup>

century, contributed by two class X and one class VIII and VII students each, especially of JLDV School, along with a message from Principal's Pen. The 21<sup>st</sup> century is variously described by these contributors, though with a lucid flight of imagination nearly akin to scientific fiction. The youngest among them, a class VII student describes it as the Push Button Age while others call it to be "synonym of Robot, in which there will be no place for feelings of the heart ..... where man would become slave of machinery .... Everything would become computerized, including us, the humans. Even education would be imparted by Robots through computers where there will be no space for harmony, sympathy, love, truth, and values .... Star wars would be a common phenomenon in which countries, instead of fighting face to face on land, would use space and spaceships to defeat each other. If 3<sup>rd</sup> world war would take place in the 21<sup>st</sup> century, then there won't be any winner or loser but only few reminders of human civilization. The environment which supports life would itself become menace to life. Man's encroachment on every bit of the environment would deteriorate its quality to the extent that the life of man, if not endangered by star wars, would be endangered by environment itself". Thus expressed are the fears of the 21<sup>st</sup> century as perceived by a class X student.

Another class VII student feels, "there will be a big revolution in 21<sup>st</sup> Century in the field of agriculture. Now a days, the green, white and blue revolution has increased production with regard to crops, milk and fish. The same will be superceded by the 21<sup>st</sup> century. Technology will help to boost the crop production. One kind of plant will give two types of benefits. There will be a plant called POMETO. The shoot of this plant will grow tomatoes and root will provide big potatoes simultaneously..." And about knowledge, a class VIII student writes thus: "small cassettes will accompany to

big volumes of books. Habit of reading among the people will dwindle. However, observation of things increases. Big calculation will be done. As a man visits the entire world, in his mind similarly pictures and cassettes of various types will be kept in an instrument and method as well as anode belonging to instrument will be placed in the mind of a man. The knowledge packed in the tape recorder will fill the brain. Computer will have big libraries. Libraries with the computers. As a result, switching on the computers will bring vast information on the computer screen. Consequently, man will know desired thing at switching button and pressing of a key. Reading and writing will be considered a sign of backwardness.

Besides what the students perceive the 21<sup>st</sup> century to be, they have also lot to say about contemporary issues and events in this Number of the Offspring. Among these are included their impressions and expression on Pollution, Green Watch Programme, Celestial Spectacle – Solar Eclipse, Jurassic Park – A pictorial display of Dinosaurs at various stages of Evolution, an Exhibition of art and craft work of students to understand the Folk Art of India, an inter-school Music Performance in Praise and Workshop of Indian Music and a host of poems and tit-bits etc. each of which provided opportunity for full and free expression by the students' flight of imagination and, therefore, provided a rich food for thought for every reader, more particularly for the student to develop their reading and writing skills.

A few quotes from these news stories would make an interesting reading. A class VII student observed the Celestial Spectacle thus: 'On 24<sup>th</sup> October, this year, the rare cosmic spectacle of the moon overshadowing the sun was witnessed over the Gangetic plains. It provided a spell binding climax to the eclipse

fever. Millions of people woke up after the Diwali celebrations and watched the breath-taking event when moon overshadowed the sun plunging a 40 km wide track from Rajasthan to West Bengal in total darkness. Partial solar eclipse was witnessed in India after a gap of 15 years. Diamond Harbor had its historic tryst with the 'Diamond Ring; seen twice, just before and after the total eclipse. Moments, before sun's rays peeked, through moon's valley giving it a reddish hue. The sun was reduced to a ring with a sprawling diamond, reddish in colour. The diamond reflected the full incandescent glory of the sun's corona. In scientific Jargon, this stage is called the diamond ring and was clearly the most fascinating moment of this short-lived eclipse. Complete darkness followed. A few stars twinkled near the humiliated sun as if to pacify their bruised ego. This total darkness was over in a flash and sun's first rays peeped out. The first tip of the sun now emerged from moon's shadow. This ended a practical joke at sun's expense – Darkness At Day Light". Similarly, a class III student eagerly expressed the phenomenon thus: "For the crucial 59 seconds when moon finally overshadowed the sun, everything came to a standstill. As a blanket of darkness spread throughout, scared birds returned to their nests. As temperature dipped and cold winds beat against strong red stone walls the sun resembled a black hole surrounded by ring of fire in its pre-totality phase." Even babies of the age group 4 to 6 years gave vent to the expression thus: "Sun was disappearing slowly. Diamond ring was shining fat. They corona. There was full night for 2 minutes." "It was like the rainy season Aur Thand Lag Rahi Thi." "Mummy said, 'come, come, sit near the T.V.' It was a holiday. I wanted to sleep, papa woke me up – 'Watch TV' – 'Oh! Who was not allowed to get near T.V. was being forced to watch it". This panorama of expressions presented by a host of young kids, among

others, on the celestial spectacle provided them unique opportunity for creative expressions through the forum of this tabloid. Their writings are equally creative and meaningful on other issues covered in this volume of the Offspring.

Not being as though satisfied with their effort to provide reading and writing opportunities for the school kids, the Times Offspring added another dimension to their endeavours invoking the teacher of the month to relate his/her experience in terms of the input provided for encouraging creativity among the wards. Thus, under the caption Role of the Teacher, the following quotes are quite revealing: "Arun was a shy, timid eighth grader who could not speak a single word without stammering. Due to his speech defect, he was a laughing stock of the class. Even some of his teachers berated him for his strutting, stammering response. Though a child of good IQ, he started to withdraw into his cocoon and his academic work started sliding down. His class teacher found out that part of his problem was due to absence of recognition both at home and at school. Discovering his innate talent for dramatics, she encouraged him to write the script for a skit and direct it. That beautiful skit won the first prize for the class. His peers became more appreciative of him and his stammering started disappearing slowly. He took to public speaking and dramatics with gusto, and by the time he reached the tenth standard, he became the best orator in school. The teacher's experiences with Arun describe the role of the teacher best. The teacher is builder of integrated personalities, moulder of characters, artist embellishing the minds and hearts of the young with the beauty of creation. They led their pupils towards the heights of truths, goodness and love. Besides teaching grammar, algebra, the structure of the cell, the teacher has to find out the peals of talent buried in the soil of physical, social and

mental disabilities. Pupils expect of us to be their intellectual companions, to share their worries and fears, clear their doubts and forebodings and provide them emotional support. Teaching is essentially a part of the socialization process by which society imparts to succeeding generations its values, behaviour patterns, knowledge and techniques. At the same time, the teacher should also initiate a process of de-schooling which helps students to seek solutions to new problems and challenged, critically examine divisive social paradigms and strike out for path-breaking innovations to enable civilization to progress. However, this noblest and oldest profession is not sufficiently professionalized to effectively meet the diverse role expectations..." The latter part of this write up refers to a number of proems relating to inadequate teacher training, drawbacks of curricula and other professional and social issues as also administrator's dominated educational institutions/bodies at central and state levels where "the teacher, the backbone of the profession, remains as distant from those bodies as the Earth is from Pluto".

A synoptic presentation of the students' and the teachers; contributions made in just two sample issues of the Times of India 'Offspring' go a long way to explain how it has started to meaningfully address itself to the process of schooling over the years to fulfil its share of role and responsibilities in educational and social reconstruction of the school set up.

#### 2.5.1.4 "YOUNG EXPRESSIONS" – The Newspaper for Schools – An Indian Express Publication

The Indian Express, another important newspaper also claims to address a full 16-20 page tabloid to schools with a fortnightly frequency. This school-oriented newspaper made its debut in 1994. The content of its two random issues would explain its nature,

purpose and scope. However, its presentation is prima facie different from that of the 'School Times' of the Hindustan Times and that of the Newspaper in Education 'The Times Offspring' of the Times of India, where contributions of articles, write-ups, creative expression are made by the students themselves. But the contributors of the Young Expressions in no way reveal their identity or the class or the school to which they belong. Rather than being addressed to a particular group of students of a particular school or class, the Young Expression has in focus the general rung of students and the general rung of problems of the school and the system of education in general. Though its regular columns highlight sports, entertainment, campus rap and cover, 'in focus' the profile of a particular school in respect of one or more than one activity, it is flexible enough to add additional columns or to delete a column as per need of the respective issue of the tabloid.

An important section of this tabloid is 'In Focus' that carries the profile of particular schools, viz. Mehta Vidyalaya with three articles namely, Integrated Approach towards Teaching, Catch Them Young, and Green Brigade Fights Pollution contributed by Principal of the Vidyalaya and one each by Head, Social Work Department of the Vidyalaya and Sonia Dilraj Kaur under the caption Social Work at the Bhawan and Let Noble Thoughts Bloom respectively. While the article on Social Work deals with Counselling, Vocational Guidance, Field Work and Special Education dimensions of Social Work as an integral part of this school's activities, the other four articles, are addressed to inculcating values and character development of its students as excerpts from these articles would corroborate. Being at Bhawan means 'being part of a large family intricately woven by the unbreakable thread of love which develops in its members positive attitude and moral values



rather than giving only information and statistics'. 'True to the expectations of its founder, late Dr. K.M. Munshi, it has come to be recognized as a symbol of intellectual, literacy, educational, ethical, cultural and spiritual life of India flowing through the centuries. Spread all over India and abroad with 65 branches, Bhawan makes all its members realize the smallness of human beings and the truth of eternity, making us believe in the roots of our origin. It makes us feel Indian and appreciate the concept of WE'. 'In the efforts to reintegrate the ancient values along with incorporating the best of the West without being swept off one's feet, it requires all the noblest thoughts'. 'With its focus on Indian Culture, Fine Arts, and Community Service and its emphasis on cultural education, it has helped children to take care of those vital aspects of human personality which in a highly competitive society often get neglected'. 'Child is the father of man', said Wordsworth and Tagore went a little further when he said, 'Every child comes with a message from God that he has not lost faith in human beings and here at Bhawan we try to inculcate cultural and moral values right from the primary classes'. Even some of the outstanding achievements of the students of the primary section are enumerated with due emphasis on the need of character building in the students.

Similarly, under the Campus Rap column two items are Debating Parenthood and Playing MPs which provided rich insight to the students through organizing youth parliament and inter-school competition on the functioning of treasury benches versus the opposition and on Parent know best versus its opposite respectively.

There are then two full pages under the column 'My Page' which are addressed to Learning FM's Language, Languages are a

Little Crazy, The Joys of Kite Flying, A Kaleidoscopic Nation, Land of the Peaceful Dragon, etc. which in a way describe the school and college students' impressions, flights of creative imagination, daydreaming and real-life experiences, etc. in the best of their language and style. A few excerpts would corroborate. "Kites have their own tales to say in the azure blue sky. Whenever you see a kite struggling through a group that wants to cut it adrift, you can make out a picture of a car trying to make its way on the road at peak traffic times; Kites are such a riot of colours, shapes and sizes. They tell us of adventures up in the skies, tales about how they got their names and where they came from ... Kites in the past have been used for many practical purposes, in war and for scientific research. They have been used to lift up men to observe, from above, enemy troops. Kites have carried instruments to record and collect meteorological data... Kite flying at night over a house was believed to keep away evil spirits. Musical kites were also flown to scare away evil spirits. For the people of China, Japan, Malaysia and Korea, kite flying has been a traditional sport and national past time.... Kites continue to be a part of the tradition of many countries".

As to languages, "If the truth be told, all languages are a little crazy. They contradict themselves, because language is invented, not discovered, by men and women and not computers. As such, it reflects the creativity and fearful asymmetry of the human race, which is not really a race at all..." And to illustrate, for example, the vagaries and paradoxes of English language, "we find hot dogs can be cold, dark rooms can be lit, home work can be done in school hours – especially happy hours and rush hours – can last longer than sixty minutes, boxing rings are square, silverware can be made of plastics and tablecloths of paper and most telephones are

dialled by being punched". Further, "Why is it that a woman can man a station, while a man cannot woman one, that a man can father a movement by a woman cannot mother one, and that a king rules a kingdom, but a queen does not rule a queendom. Sometimes, you have to admit, that all English speakers should be committed to an asylum for the verbally insane .... I wind my watch, I start it, but when I wind up this essay, I shall end it"....

While a student describes Bhutan as "A country drenched in religion" and "indeed the last Shangri-La – that is – Heaven on Earth", another writers, "The most apt way of describing India is to call it 'Kaleidoscopic' .... The quintessence of Indian unity is a firm belief in the intrinsically positive attributes in the Indian diversity. To talk of this unity as a bold and beautiful ribbon keeping a colourful bunch of flowers tied into a pleasing bouquet would be a good way to describing this unity".

Another important page of this tabloid is STAY FIT which presents a variety of items such as a Medi-Crossword, a yogasan, a first aid advice, a couple of common myths, a skin care item, managing a disease like asthma, etc. The names of contributors to this page are not mentioned and thus obviously these may not be students' contributions. This page, however, provides very useful information for the students as well as for the general readers. Then there is a Sports Page and an independent FUN 'N' GAMES Page which are also of equal interest to the students and the lay readers. These pages present profiles of players and athletes, cartoon, sports quiz and like to entertain and inform the readers about the latest in sports and games. Nonetheless, one page each is also specially devoted to entertainment, covering information about The World of Music and Classic, video collections and albums, films and movies,

Jokes and comics. Two more pages are PEN PADS and YE GREETINGS which too are very informative, containing quite interesting messages and hobbies. Some extracts may be enough. "Friendship is a gift of god, which I need most". "There is only one ship that cannot sink and that is friendship. Friendship is a gift of god, makes as much use of it as much as you can". "The real friend is just like a Noble Gas."

"A friend is the one who shares and cares for what he feels about". "Friends have only one relationship between them – that's love". "One who fills life of his friend with joy and best wishes is a true friend". And among YE GREETINGS some are like these" "Worrying was never worthwhile, so pack up your troubles in an old kit-bag and smile". "Luck is yours, wishes are minds, may your future always shine". "May you get success at every step of your life". "Be good and do good to cherish ones life". "Life is like an ice cream, so eat it before it melts". "Life is short. Live it up". "Be No. 1 in life. Be No. 1 in studies". "Life is like arithmetic. When friends are added, enemies are subtracted and sorrows are divided". "Friendship is like a glass. Handle it with care, which once broken cannot be joined again". Similarly, items like BRAIN TEASERS, Riddles, comic strips, cartoons, etc. not only make the reading of the tabloid interesting but also add variety, colour and even surprise to the news items to make them look afresh and readable.

#### *2.5.1.5 Daily Newspapers and their Magazines*

Besides, in addition to the school-specific tabloids brought out by newspapers for developing reading, writing and other school skills among students and teachers of the member schools, the world of newspapers also addresses itself to education and allied issues in a vast variety of ways to reinforce the purposes of schooling through

their special educational weekly magazines as part of the daily newspapers as also through educational news items covered daily to discharge their school master function in general. All these present a rich mosaic of contribution to the process of education at all levels and subjects, including at best inculcating the habit of reading and writing in interactive as well as communicate life skills.

#### *2.5.1.6 The School Magazine*

The school magazine provides yet another tool to boost life skills in interactive and communicative learning and almost every school of repute exploits this medium for inculcating life skills as well as language learning skills in their students.

### **2.6 Overview**

The research studies conducted so far, though conclusive regarding the development of communicative competence in learners, there is still lot of scope for research studies on communicative competence in written language. Thus, this brief overview of the studies, by and large, reveals that in recent years, attention of educationists, media persons and researchers has been directed more and more towards the communicative Approach to language teaching. Therefore, there seems to be a great need to conduct a study on the communicative language teaching. Therefore, there seems to be a great need to conduct a study on the communicative language teaching. Hence, the present study, though delimited to written communication in English only in its social context.

## **CHAPTER III**

### **RESEARCH METHODOLOGY AND EXPERIMENTAL DESIGN**

#### **3.1 Introduction**

Normative survey method and experimental method of research were used to test the effectiveness of the development model using pre-test post-test control group design.

#### **3.2 Experimental Design**

The experimental method having pre-test – post-test research design was used to investigate the problem. The experiment was conducted on 100 secondary school learners who were assigned to two Groups. Experimental Group and Control Group, each group having 50 students. The basic design of the study was:

**Table 3.1**  
**Schematic Presentation of the Experiment**

	<b>Experimental (E)</b> <b>N = 50</b>	<b>Control (C)</b> <b>N = 50</b>	<b>Remarks</b>
Pre-Test	1. Written English Communicative Competence Test 2. Diagnostic Need Assessment Test		
Treatment	Communicative Language Teaching	Conventional Method of Teaching English	Treatment to be given on 30 working days
Post-Test	Written English Communicative Competence Test		

#### **3.3. Sample (Population)**

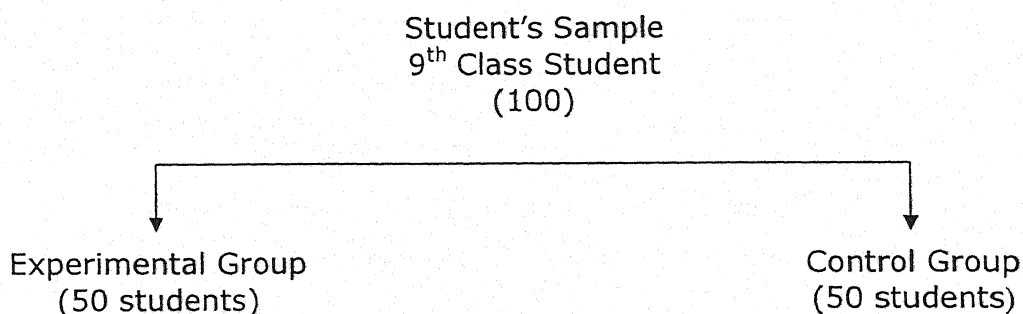
The primary purpose of any research is to discover principles that have universal application, but to study a whole population to arrive at generalizations may not be possible. A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it

is drawn. In the present study, 100 students of 9<sup>th</sup> class of a sub-urban secondary school were randomly selected and were assigned to two groups, EG and CG, each group having 50 girls and boys. 25 teachers of English who were teaching English at Government Senior Secondary Schools in Sonapat District of Haryana state were randomly selected and were given questionnaires and interviewed in order to find out students' communicative needs and teaching strategies.

In the present research study, the sample consisted both of students and teachers.

### **3.3.1 Students' Sample**

In this study, 100 students of 9<sup>th</sup> class of a sub-urban senior secondary school were randomly selected and were put into two groups, Experimental Group and Control Group. Each group consisted of 50 students. The Random sampling method was employed for the purpose. The distribution of the sample was as follows:



### **3.3.2 Teachers' Sample**

25 teachers of English who were teaching English at Government schools were randomly selected to find out students' communication needs in written English in the social context, and

teaching strategies which the teachers were using to teach English in their classrooms.

### ***3.3.3 Various Stages of Sample Selection***

The sample selection was done in three stages.

- i) In the first stage, 30 students of 9<sup>th</sup> class of co-educational government secondary schools were selected. These 30 students were given questionnaires to find out their present and future communicative needs in written English in social context. The sample consisted of both boys and girls who belonged to middle income groups. Thus, their socio-economic status was approximately the same.
- ii) During the second stage of the sample selection, 25 teachers of English teaching in government schools were given questionnaires. When their responses were analyzed, they (teachers) were again contacted and interviewed in order to find out the teaching strategies they were using or would like to use to teach English in their classrooms. The selection of this sample was also done randomly. Both male and female teachers were included in the sample.
- iii) The third and final stage of the sample selection was the random selection of 100 students of class IX Co-educational Senior Secondary School, Sonapat district, Haryana. The experiment was conducted with these 100 students.

### ***3.3.4 Selection of School***

This particular school was selected for the experiment because of the following reasons:

- i) The school selected was a co-educational school and had 5 sections of 9<sup>th</sup> class, each section having over 45 students.



- ii) This was the only school that accorded permission to the investigator to conduct experiment with 100 students of 9<sup>th</sup> class in the zero periods for 30 working days continuously.
- iii) In addition to it, the other teacher who taught the Control Group (Traditional Approach) was in the teaching staff of the school. His cooperation was an added advantage.
- iv) The investigator, working as a lecturer in a local College of Education in the same town did not find it difficult to walk down to the school for conducting the study. This made possible for the investigator to carry on the experiment scientifically, objectively and methodically.

### **3.4 Variables**

A concept that can take on different quantitative values is called a variable. Variables are the conditions or characteristics that the experimenter manipulates, controls or observes.

- a) The Independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observe phenomenon.
- b) The Dependent variables are the conditions or characteristics that disappear or change as the experimenter introduces, removes or changes independent variables.

#### *Independent Variables*

- Communicative Approach to English Language Teaching
- The Traditional Approach to English Learning Teaching
- Communicative Competence in Written English

### *Controlled Variables*

The extraneous variables such as teacher competence, enthusiasm, subject, age and their socio-economic level and academic ability and the intervening variables including motivation, anxiety, fatigue, interest, etc. were controlled for reasonably valid and reliable experimentation and results.

Table 3.2 presents the independent and dependent variables, which were taken care of in the present experimental study.

**Table 3.2**  
**Variables in the Present Study**

<b>Independent Variables</b>	<b>Dependent Variables</b>
CLT TLT Instructional Materials 30 Days Exposure	Test Scores

The EG was taught by the Communicative Approach and the Control Group was taught by the Traditional Approach (TLT) by their own teacher as usual. The instructional materials were the same for both the groups that were given 30 days' exposure followed by post-tests.

#### **3.4.1 Controlling Extraneous Variables**

Theoretically speaking, extraneous variables are those uncontrolled variables (i.e. variables not manipulated by the experimenter) that may have a significant influence upon the results of a study.

In the present study, the following extraneous variables were controlled:

1. Teacher Competence
2. Enthusiasm
3. Subjects' (students') Age
4. Subjects' Socio-economic level
5. Subjects' Academic Ability

These extraneous variables were controlled in the following ways:

i) The extraneous variables of Teacher Competence were controlled by employing a well-qualified teacher for the Control Group. The teacher was a M.A. (English), B.Ed. (ELT), M.Ed. and was teaching English to secondary and higher secondary classes in the same school selected for the study. He knew everything about the ELT but the CLT. This fact was discovered while interviewing him.

The researcher himself, who is an M.A. (English), B.Ed., M.Ed., M.Phil, and has experience of teaching English, both at school and college levels, has studied the CLT in great details and then used it with the EG learners for the study. Both the teachers who worked on the project were of the same age group.

ii) The students selected for the study were almost of the same age (14-15 years old).

iii) The students selected were of the same socio-economic level. Only the middle class level students were studying in the school selected for the study.

iv) The students (subject) selected for the present study were neither very weak at studies nor very intelligent. They were a mixed ability group. There was not much difference of academic ability between the student-subjects of the control and experimental group.

v) The student subjects were selected and assigned to experimental and control group on the basis of randomization. Since two groups were involved in the present study, randomization was achieved by tossing a coin, assigning a subject to one group if heads appeared and to the other if the toss were tails.

Random method was selected because randomization "provides the most effective method of eliminating systematic bias and of minimizing the effect of extraneous variables" (Best & Kahn, 1986).

vi) The extraneous variables of enthusiasm in the teacher for the EG was controlled by motivating him to teach the EG which would learn something in the experiment and would perform better in their final examinations. This helped motivating enthusiasm in him to take up the challenging task of teaching the EG. Feeling motivated him taught the EG enthusiastically.

#### ***3.4.2 Controlling Intervening Variables***

Motivation, Anxiety and Fatigue are called the intervening variables. These intervening variables were also controlled in the study.

i) The student subjects too were motivated to learn by telling them that they would be taught some interesting and exciting things in English which they might have not heard about till then. In addition to it, the use of various attractive and interesting audio-visual teaching aids also aroused in the students enthusiasm and motivation for the study.

ii) The factor of anxiety in the student subjects was controlled by telling them that even if their performance was poor during the said experiment, it would not in any way affect their final examination

result. This helped the investigator to establish good rapport with the students and give them a sense of participation and achievement as well.

iii) The factor of fatigue was also controlled by giving the experimental treatment to the student subjects in the morning hours and well before their regular school teaching. The students were taught in the zero periods everyday.

Although it is practically impossible to eliminate all extraneous and intervening variables, particularly in the classroom based-research, an honest attempt was made to control these variables to the extent possible.

### **3.5 Conceptual Framework of Language Learning**

#### **3.5.1 Approaches to Language**

Language can be studied at least from two points of view: its *use* or its *structure*. Language use is the concern of scholars in many fields, primary among them literature, communications, speech and rhetoric, sociology, political science and psychology. Included in it are content analysis and criticism of literature, studies of the history and changes of meaning of words and descriptions of the social factors that determine what appropriate speech behaviour is. The fields of speech and rhetoric include studies of the ways in which language can influence behaviour. For literary specialists, language consists of words arranged to produce a logical or harmonious effect. For lexicographers, it is an inventory of vocabulary, including the meanings, origins and histories of words. Language is also the particular way words are selected and combined that is characteristic of an individual, a group or a literary genre.

Language structure is the concern of linguistics. Within the field of linguistics the definitions of language vary and linguistics differ in approach according to the definitions they use. Those who study language as a written communication are interested in structure of what they call 'text' – how sentences and their parts are organized into coherent wholes – and concerned with how on language can be accurately translated into another. In the field of machine translation, computers handle the vast amount of data needed for such studies. Comparative linguists seek to identify families of languages descended from a common ancestor.

Structural and descriptive linguists view spoken language as having a hierarchical structure of three levels: sounds, sound combinations (such as words), and word combinations (sentences). At the phonemic level, sounds are analyzed; at the morphemic level, the combination of sounds into meaningful units of speech (morphemes, that is, words or word-building units) is described; and at the syntactic level, the combination of words in sentence and clauses is the focus.

Linguists who define language as knowledge are transformational generative grammarians. They study both the nature of human capacity to acquire language and the language acquisition process.

### ***3.5.2 Written and Spoken Language***

When individual languages have a written as well as a spoken form, it is often the case that the writing system does not represent all the distinctive sounds of the language. The writing system of one language may make use of symbols from the writing system of another language, applying them to sounds, syllables, or morphemes for which they were not originally intended. Written and

spoken forms of the same language can be compared by studying the 'fit' between the writing system and the spoken language.

Many kinds of writing systems exist. In Chinese, a written character is used for every morpheme. The written form of the Cherokee language has a symbol for every consonant-and-vowel syllable. Japanese is also written with such a system, which is called a syllabary. In writing systems using an alphabet, such as the Latin alphabet, each symbol theoretically stands for a sound in the spoken language. The Latin alphabet has 27 letters, and languages written with it generally use all 26, whether their spoken form has more or fewer sounds. Although it is used for written English, the Latin alphabet does not have symbols for all the sounds of English. For example, for some sounds, combinations of two letters (digraphs), such as 'th', are used. Even so, the combination 'th' does not indicate the spoken distinction between 'th' in "thin" and 'th' in "this".

The written form of a language is static, unchanging, reflecting the form of the language at the time the alphabet, syllabary, or character system was adopted. The spoken form is dynamic, always changing; eventually, the written and spoken forms may no longer coincide. One of the problems with the English written language is that it still represents the pronunciation of the language several centuries ago. The word light, for example, is today pronounced "lite"; the spelling "light" reflects the former pronunciation. In languages with writing systems that have been recently developed (such as Swahili) or reformed (such as Hebrew), the written and spoken forms are more likely to 'fit'.

Unlike speech, writing may ignore pitch and stress, omit vowels, or include punctuation and capitalization. The written and

spoken forms of a language also differ in that writing does not incorporate spoken dialect differences. Speakers of mutually unintelligible Chinese dialects, for example, can read one another's writing even though they cannot communicate through speech. Similarly, speakers of the different German dialects all write in High German, the accepted standard form of the language.

### **3.5.3 Language and Communication**

The Collins Cobuild Essential English Dictionary (1988) defines Languages as "a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing". Communication means "the act of communicating". Communication is "the activity or process of giving information to other people or to other living things".

The American People Encyclopedia (1963) defines communication as "the sharing of thoughts, ideas or knowledge by two or more people. It includes the devices, process and institutions by which individuals and groups exchange all kinds of information.

According to the OAL Dictionary (1984), 'Communicative' means to be "ready and willing to talk and give information". 'Communicative' is "the ability to communicate". "Someone who is communicating is able to talk to people easily". The term 'Communicative' means to "Pass on (News, information, feelings, heat, motion and illness, etc.) ... Share or Exchange (News, etc.)". "If you communicate with another person or place, 1.1. You use signals such as speech, radio signals, or body movements, to give them information ... 1.2. You write a letter to them or you telephone them... 2. If you communicate an idea or a feeling to someone, you



make them aware of it... 3. If people communicate, they can understand each other's feelings or attitudes".

### **3.5.4 Communicative Ability and Competence**

In Widdowson's (1978) opinion, Communicative abilities are "Those skills which are defined with reference to the manner and mode in which the system is realized as use... Communicative abilities embrace linguistic skills but not the reverse". "Essentially the (Communicative abilities) are ways of creating or recreating discourse in different modes". These abilities "operate on everything that is "communicative in the discourse as a whole".

The term 'Communicative Competence' is defined by the International Encyclopedia (1985) as, "the effective use of language in social contexts". According to Stevick (1982), communicative competence is "... a kind of knowledge which is different from and broader than linguistic competence". Further, "Communicative Competence consists of, after all, in knowing what to do with (grammatically correct) sentences in larger contexts". Littlewood (1981) defines communicative competence as "... a degree of mastery of a very considerable range of linguistic and social skills which depend in part on the learner's sensitivity to meaning and appropriacy in language and on his/her ability to develop effective strategies for communicating in the second language".

Widdowson (1978) is of the view that Communicative Competence is "... the ability to produce sentences for communicative effect". Johnson and Morrow (1981) say that Communicative Competence is "... the ability to be appropriate, to know the right thing to say at the right time". According to Munby (1988), "Communicative Competence includes the ability to use linguistic forms to perform communicative acts and to understand

the communicative functions of sentences and their relationship to other sentences".

Defining Communicative competence, Kohli (1989) says, "Communicative Competence is linguistic competence plus an understanding of the appropriate use of language in its various contexts". In Hymes' (1971) view, Communicative Competence is developed by learning the rules of use of language. The notion of Communicative Competence can be characterized in terms of the following:

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated; and
4. Whether (and to what degree) something is, in fact, done, actually performed, and what its doing entails".

Chomsky's (1965) views on Communicative Competence are very significant. Discussing Chomsky's view of communicative competence, Rivers (1983) writes, "To Chomsky, competence was internalized knowledge of the system of syntactic and phonological rules of the language that the ideal speaker-hearer possess in the native language; and performance was language in use by the individual ..."

Clarifying the concept, Freeman (1986) writes, "Communicative Competence involves being able to use the language appropriate to a given social context".

The definitions given above make us conclude that Communicative Competence is:

- i) The effective use of language in social contexts.
- ii) The ability to use the language appropriate to a given social context.
- iii) The ability to produce sentences for communicative effect.
- iv) The ability to be appropriate, to know the right thing at the right time.
- v) A kind of knowledge which is different from linguistic competence.
- vi) The internalized knowledge of the system of syntactic and phonological rules of the language that the speakers-listeners, or/readers-writers possess.
- vii) Linguistic competence plus and understanding of the appropriate use of language in its various contexts; and,
- viii) The ability to say or write something which is grammatical, appropriate, fluent, formally possible, feasible and socially and contextually acceptable".

Apart from the term 'communicative competence', there is another term 'Linguistic Competence' which has been widely used. It is defined below.

### ***3.5.5 Linguistic Competence***

According to Stevick (1982), "for many years this was the only kind of competence to which language teachers gave serious attention" Hymes (1971) writes, "linguistic competence is understood as concerned with the facet knowledge of language structure that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say ..."

Rivers (1983) writes that linguistic competence is the ability "to communicate naturally" by using, "the forms of the language native speakers normally use in all kinds of circumstances" and possessing "linguistic" skills and expressing "one's" own intention and feelings and "understanding" those of others, whose "cultural background and ways of conveying meaning may be different".

Conclusively, one can say that 'linguistic competence' is learning the language while 'communicative competence' is using the language to learn.

### ***3.5.6 Communication Needs***

Students can convey their ideas, etc. in a better way if teachers spell out their 'Communication Needs'. For that purpose, these communicative needs are to be identified by the teacher and the framer of the syllabus.

Richterich's (1973) says, "Language needs are the requirements which arise from the use of language in the multitude of situations which may arise in the social lives of individuals and groups".

"Before deciding what to teach the learner, one wants to know his requirements in terms of, for example, communicative mode and activities and the relationship between him and his interlocutors. In other words, the specifications of communication requirements or needs are prior to the selection of speech functions or communicatively acts to be taught. By drawing up a profile of communicative needs, one can more validly specify the particular skills and linguistic forms to be taught.

Some attempts have been made to spell out learners' needs. A document, which has proved particularly valuable for this

purpose, is the Council of Europe's threshold level that helps the teacher to answer questions such as:

1. What situations might the learners encounter?
2. What language activities is the learner most likely to take part in?
3. What functions of Language are likely to be most useful?
4. What topics are likely to be important?
5. What language forms should the students learn, in order to specify the communication needs that have been described?

After specifying communicative needs, one starts gathering relevant information and data about needs. "There are a number of ways in which information can be gathered about needs. The most frequently used are: questionnaires, interviews, observation, ... informal consultations with sponsors, learners and others".

### ***3.5.7 Accuracy (In Writing)***

To a common man, accuracy is always being accurate, exact and appropriate. Similarly, the Oxford Advanced Learner's Dictionary defines accuracy as "exactness and correctness". The term 'accurate' means "careful and exact; free from error'. Accuracy is "the ability to perform a task without making a mistake ... the quality of being true or correct". According to Brumfit (1979), "accuracy" is "a relative term, based on a social judgement of the language speech community". "Since 'accuracy' ... refers to the user, it can refer just as much to listening reading as to speaking and writing ..."

### **3.5.8 Fluency**

When someone is at ease in doing the assigned task and does it in a brisk speed, the individual is supposed to be fluent in doing that task. Therefore, Fluency is "the quality of being fluent". Someone who is fluent is "able to speak smoothly readily". "Someone who is fluent in a language can speak or write it easily and correctly ... Someone whose speaking, reading, or writing is fluent speaks, reads or writes easily and clearly with no hesitation or mistakes".

Burmfit (1984) defines fluency as "nature language use, whether or not it results in native-speaks like language comprehension or production". According to Lesson (1975), fluency is "... the ability of speaker to produce indefinitely many sentences conforming the phonological, syntactical and semantic exigencies of given natural language on the basis of a finite exposure to a finite corpus of the languages".

Fillmore (1979), discussing fluency with exclusive reference to production, distinguished different kinds:

1. The first is the ability to fill time with talk,
2. ... The ability to talk in coherent, reasoned semantically dense sentences, showing a 'mastery of sentences and syntactic resources of the language,
3. ...The ability to have appropriate things to say in wide range or contexts,
4. ... The ability to be creative and imaginative in ... language use".

### **3.5.9 Appropriacy**

Appropriacy is suitability. "Something that is appropriate is suitable or acceptable for a particular situation". An utterance is appropriate if we can relate it to other things, which we know, believe, etc. through a process of drawing inferences and making interpretations. As such, it is subjective to the individual and specific to the situation in which it occurs".

Appropriacy is, "choosing the most suitable of a number of nearby synonymous expressions for the occasion in question. The appropriate choice depends on factors such as the relationship between speakers, the topic under discussion and other circumstances of the interaction". "... Appropriateness is not a property of sentence but of a relationship between sentences and contexts".

#### **3.5.9.1 Distinction between Fluency and Accuracy**

Fluency and Accuracy are closely related and are also different from each other. Fluency and Accuracy are considered to be components of communicative competence.

The distinction between accuracy and fluency is essentially a methodological distinction, rather than one in psychology or linguistics. That is to say, it is a division, which may have value to teachers in decision-making about the content of lessons and the distribution of time between various types of activity. The value communicative language teaching will be technological rather than theoretical, in that it is a distinction which is being made with the intention of producing better teaching which is as close as possible to our understanding of the nature of language and of language acquisition.

Stevick (1982) observes, "... Fluency is simply the result of a large amount of practice... sufficient practice of accurate forms leads to the desired kind of fluency... Fluency depends at least as much on emotional factors as on amount of practice, and too much insistence on accuracy can erode this essential foundation of fluency".

Stressing both accuracy and fluency, Stevick (1982) further writes "... no one suggests that either accuracy or fluency be abandoned in favour of the other. The question about maintaining accuracy is not 'whether' it is 'when', and 'how'".

Brumfit (1984) too has the similar views and says, "There is a definite role for accuracy work in language teaching, but that its function is quite different from that of fluency work and its over-use will impede successful language development.

### **3.6 Methods and Approaches of Teaching English**

In different situations, the method of teaching English may be different. In a rural government school, the teacher may be practicing Translation Method whereas in a city public school the direct method of teaching may be more practical, impressive and the requirement. The Bilingual Method, which is applicable in every situation is perhaps the best method of teaching English. Similarly, English can be approached with the help of different approaches. The structural approach, situational approach, the audio-lingual approach, substitution method and the communicative approach are some of the significant approaches in teaching English.

#### **3.6.1 The Grammar-Translation Method**

This method is also called the traditional method of teaching English. This is the easiest method of teaching a second language. In the present times, this is the most discarded method, as in this



method, spoken English remains poor. It is the traditional deductive method of language teaching. According to Richards and Rodgers (1986), it is a way of studying a language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. This method emphasizes accuracy.

This method stresses the use of the mother tongue of the child and teaching the target language through the mother tongue equivalents. Mother tongue is used to explain the meaning of new words, phrases, idioms, sentences, grammatical points and rules. The linguistic habits formed are taken care of.

### ***3.6.2 The Director Method of Teaching English***

This method of teaching English evolved as a reaction to the translation method. Presently, it is in very common use in Indian public schools and is doing a very lucrative business with the masses. It is known by various names like New Method, Reform Method, Natural Method and Oral Method. Robert (1971) writes about it that the central idea of the Direct method is the association of words and sentences with their meaning through demonstration, dramatization, pointing, etc.

In Richards and Rodgers' (1986) view, the Direct Method emphasizes the use of grammar, pronunciation, vocabulary and sentences in the target language.

### ***3.6.3 The Structural Approach***

This is an approach and not a method. Some of the scholars do consider it to be a method. The structural approach stresses the importance of structures that are carefully graded. Structural

grading consists of arranging the structural items or patterns into a suitable order.

The basis of teaching is structures and patterns of English. Situations, actions, pictures, drawing are extensively used. The teacher gives chorus, group and individual oral drills to reinforce the language item taught.

### ***3.6.4 The Audio-Lingual Approach***

Habbord, et.al. (1986) hold the opinion that the Audio-lingual Approach is directly based on behaviour theory. It assumes that language learning can be broken down into a series of individual habits that can be formed (habit formation) by reinforcement of correct responses. The approach emphasizes on the pattern drilling repetition and on the ordering of the skills... Listening, speaking, reading and writing.

#### ***3.6.4.1 Bilingual Method***

The Bilingual Method stresses the use of the mother tongue in a restricted way only. Teaching the target language is never through the mother tongue equivalents. Mother tongue is used to explain the meaning of new words, phrases, idioms, sentences, grammatical points and rules only when the teacher feels that direct method is not working. The linguistic habits formed are taken care of.

#### ***3.6.4.2 Substitutional Method***

This is a very common method of teaching English. Most of the books have substitution tables as part of the exercise after the prose lesson. In this method, words of model sentences are substituted by other words. Drills are given through simple,

compound and substitution tables. Substitution tables are extensively used.

#### *3.6.4.3 The Situational Approach*

It is the use of direct method of teaching a language by creating situations with the help of audio-visual aids and classroom situations. This approach basically tries to teach English as the children learn their mother tongue. The teacher just introduces some new words incidentally in the classroom and offers a lot of opportunities to the learner to associate the meaning of new words with corresponding situations. The teacher asks a number of questions. Constant repetition is stressed. Time and again new situations are created according to requirement. The emphasis is on skill development.

#### **3.6.5 The Communicative Language Teaching Approach**

This is the latest approach in teaching of English. Some call it the newfound approach. This is a very practical approach. The Communicative Approach is one of the exciting developments in language teaching in recent years. It would be quite useful for us to know what communicative language teaching means in theoretical and practical terms.

The present study is primarily concerned with the CL.

The communicative language teaching (CLT) is based on the concept of competence that is an expansion of the definition of competence given by Noam Chomsky in 1965. The term originally introduced by Dell Hymes (1971) included knowledge, skills and abilities in the concept of communication.

Littlewood (1981), an authority on CLT, writes, the Communicative Approach "makes us more strongly aware that it is

not enough to teach learners how to manipulate the structures of the foreign language, they must also develop strategies for relating these structures to their communicative functions in real situations and real time".

Explaining the Communicative Approach, Roger Scott writes that in communicative teaching, "the focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usages".

Different language scholars have defined CLT differently. In Communicative Language Teaching emphasis is not only on accuracy but also on communication as well. Johnson and Morrow (1981) define CLT as one that recognize the teaching of 'communicative competence' as its aim. "It is on this level of aim that such a language teaching distinguishes from more traditional approaches where the emphasis is on teaching structural competence".

In Communicative Language Teaching, "almost everything that is done is done with a communicative intent. Students use the languages a great deal through communicative activities such as games, role plays, and problem solving tasks". The CLT stresses "the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding languages as it is actually used by native speakers".

According to Littlewood (1981), the CLT "pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view". He further says that the CLT "encourages us to go beyond structures and take account of other aspects of communication. It can, therefore, help

us to match the content more closely with the actual communicative uses that the learners will have to make of the foreign language”.

### **3.6.5.1 Principles of Communicative Methodology**

To practice communicative language teaching is based on the principles of communicative methodology.

- *Principle one: Know what you are doing*

The first principle states, “the focus of every lessons (or part of lesson) should be on performing of some operations: learning how to do something ... every lesson should end with the learner being able to see clearly that he can do something which he could not do at the beginning ...”

- *Principle Two: The Whole is more than the Sum of the Parts*

This principle holds the view that, “the ability to handle these (formal) elements (of language) in isolation is no indication of the ability to communicate. What is needed is the ability to deal with strings of sentences and ideas and in oral modes (speaking and writing) these strings must be processed in what is called ‘real time’ ... what is needed is the ability to work in the context of the whole”.

- *Principle three: ‘The Processes are as Important as the Forms’*

Explaining this principle, Morrow (1981) writes, “A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communicative so that practice of the forms of the target language can take place within a communicative framework ... Three such processes which can be isolated and which can be incorporated either individually or together in teaching procedures are: (i) Information gap; (ii) Choice; and (iii) Feedback”.

- *Principle Four: 'To Learn it, Do it'*

The cardinal tenet of learning theory is that one learns to do by doing. "Only by practising communicative activities can we learn to communicate".

- *Principle Five: 'Mistakes are not always a Mistake'*

According to this principle, "trivial mistakes of grammar or pronunciation do not matter as long as the student gets his message across... A learner who makes mistakes because he is trying to do something has not been told or shown how to do or which he has not mastered, is not really making a mistake at all... Niggling criticism of what he produces will ultimately destroy the learner's confidence in his ability to use the language".

In brief, the principles of 'communicative language teaching' can be expressed as follows:

- i) Whenever possible, "authentic language", as it is used in real context, should be introduced.
- ii) Games are important because they have certain features in common. In real communicative events, there is a purpose of the exchange....
- iii) One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together.
- iv) The target language is vehicle for classroom communication, not just the object of study.
- v) Students work with language at the discourse or supernatural (above sentences) level. They must learn

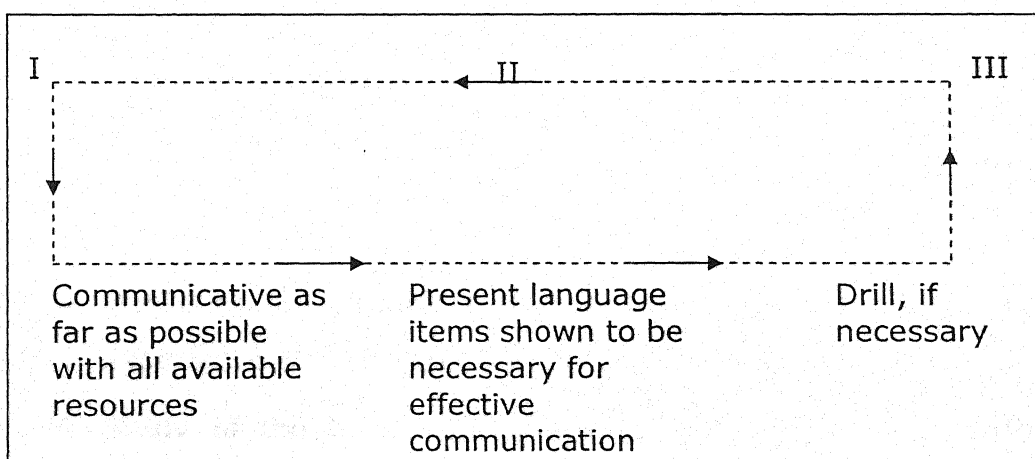
about cohesion and coherence, those properties of language that bind the sentences together.

- vi) Being able to figure out the speaker's or writer's intention is part of being communicatively competent.
- vii) Errors are tolerated and seen as a natural outcome of the development of communication skills...
- viii) The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors..."
- ix) The social context of the communicative event is essential in giving meaning to the utterances....
- x) One of the teacher's responsibilities is to establish situations likely to promote communication.

### 3.7 Communicative Model of Teaching

Brumfit and Johnson (1986) have outlined the following communicative model of teaching.

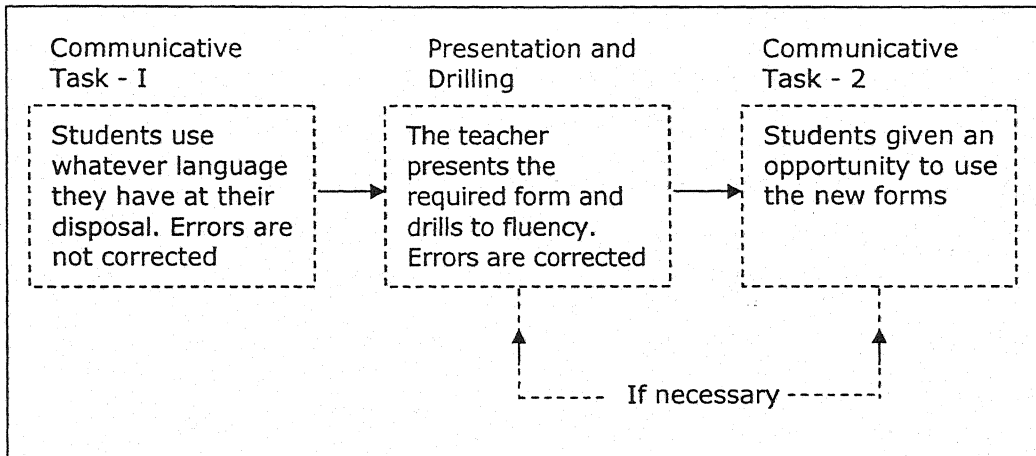
**Figure 3.1**  
**Communicative Model of Teaching**



### **3.7.1 The CLT Procedure**

Some attempts have been made to develop a procedure. Habbord, et. al. (1986) have done a pioneering work in this direction. A CLT procedure is as follows:

**Figure 3.2**  
**CLT Procedure**



### **3.7.2 Procedural Phase of the CLT Instructions**

Finnocchiario and Brumfit (1983) illustrate how the procedural phases of instruction are handed.

1. Presentation of a brief dialogue or several mini-dialogues;
2. Oral practice of each utterance in the dialogue;
3. Questions and answers based on the topic and situation in the dialogue;
4. Questions and answers related to the student's personal experience but centred on the theme of the dialogue;
5. Study of the basic communicative expression used in the dialogue or one of the structures that exemplify the function;



6. Learner discovery of generalization or rules underlying the functional expression of structures;
7. Oral recognition, interpretative procedures; and
8. Oral production activities proceeding from guided to free communication.

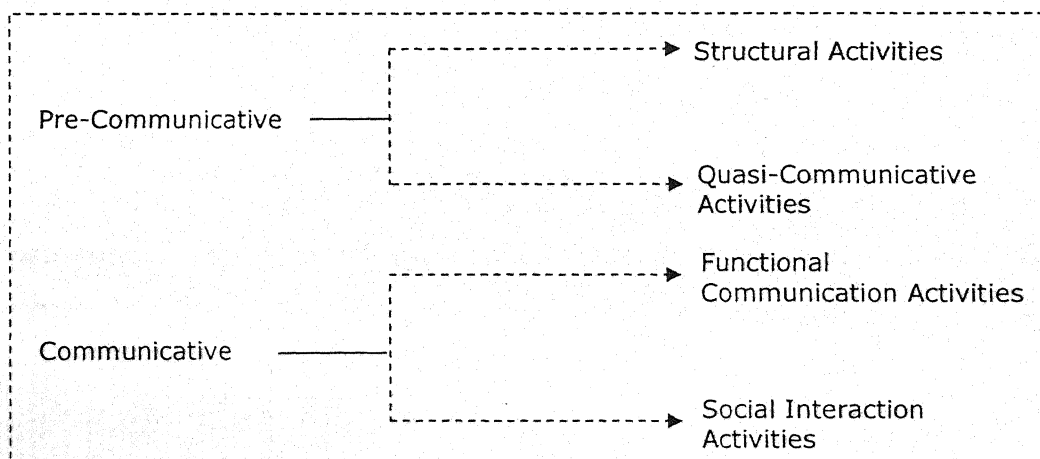
### **3.7.3 The Role of Mother Tongue in CLT**

The mother tongue is used as and when necessary. Freeman (1986) spells out the role of the mother tongue of students and says, "the target language should be used not only during communicative activities, but also, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication just an object to be studied.

### **3.7.4 Communicative Activities**

Communicative activities are very much a part of CLT and are purposeful and objective-based. The following diagram presents types of communicative activities.

**Figure 3.3**  
**Communicative Activities**



### ***3.7.5 Pre-Communicative Activities***

Pre-communicative activities aim at equipping the learner, "with some of the skills required for communication, without actually requiring him to perform communicative acts. The criterion for success is, therefore, not so much whether he has managed to convey an intended meaning, but rather whether he has produced an acceptable piece of language".

### ***3.7.6 Communicative Activities***

In communicative activities, language functions "are emphasized over forms. Typically, although not always, functional syllabus is used. Varieties of forms are introduced for each function. Only the simple forms are introduced for each function. Only the simple forms would be presented at first, but as students get more proficient in the target language, the functions are reinforced and more complex forms are learned.... Students work with language at the 'suprasentential' or discourse level.... They learn about cohesion and coherence.... Students work on all four skills from the beginning.

### ***3.7.7 Role-Play in CLT***

Role-play in communicative language teaching is of utmost importance. The teacher himself plays different roles. Role is assigned to the students as well. Role-playing is integrated with situational approach. "The communicative approach emphasizes the importance of games and role-play as a way of setting limits to activity that are sufficiently well-denied, yet also sufficiently wide to promote practice in using language freely over longer period of time".

Drill exercise also requires role-playing technique. The teacher can ask students to repeat a line from a dialogue and give answer himself. "He can then ask individual students to ask the questions and prompt individual answers. When he is sure that students are competent (not necessarily perfect) in handling the language, he can put the students into pairs and ask them to practice the dialogue with each member of the pair, taking it in turn to perform the two roles and make appropriate substitutions". Role-cards and pair-cards are extensively used to help learner play the assigned roles.

### ***3.7.8 Simulation in CLT***

Simulation is real-like but not exactly real. Many a time, teaching is done in simulated conditions. Learning and teaching in simulation is very effective in certain situations. Among classroom activities, "role plays and simulation are highly suitable vehicles to use in a communicative approach. Used well, they can reduce the artificiality of classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners".

"In a simulation, the learner is given a task to perform or a problem to solve; the background information and the environment of the problem is simulated".

### ***3.7.9 Teacher's Role in the CLT***

Teacher gets a prominent role in communicative language teaching. A variety of roles are assumed for teachers in communicative language teaching. Breen and Candlin (1980) describe teacher's roles in the following terms: The teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is

to act as an independent participant within the learning teaching group... A third role is to act as an independent participant within the learning teaching group.... Another role for the teacher is that of researcher and learner". The other roles assumed for teachers are needs analyst, counsellor and group process manager.

According to Littlewood (1981), "in communicative activities, the teacher will need to provide communicative feedback... This does not exclude structural feedback altogether. However, the teacher must be aware that excessive correction will encourage learners to shift their focus from meanings to forms. For this reason, he may often withhold structural correction, or postpone it until after the activity.

### ***3.7.10 Learner's Role in the CLT***

Like the teacher, the students are also to perform many roles. The teacher and the students are the two important pillars of the teaching-learning process. All teaching is directed toward the learner. Breen and Candlin (1980) describe the learners' role within the CLT in the following terms: "the role of learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".

"Students are, above all, communicators. They are actively engaged in negotiating meaning in trying to make them understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating".

### **3.7.11 Communicative Language Testing**

The communicative language testing tests learners' "ability and capacity" to construct grammatically (and phonologically) well-formed sentences, to select these forms in order to express many different kinds of conceptual models and functional meaning"...

In the communicative language testing, "a teacher evaluates not only his (students') accuracy, but also their fluency. The student who has the most control of structures and vocabulary is not always the best communicator. A teacher can informally evaluate his students' performance in his role as an adviser or co-communicator. For more formal evaluation, a teacher is likely to use a communicative test... This is an interactive test that has real communicative function".

Morrow (1979) is of the opinion that "the concept of pass/fail" loses much of its force; every candidate can be assessed in terms of what he can do. Of course, some will be able to do more than others and it may be decided for administrative reasons that a certain level of proficiency is necessary for the awarding of particular certificate."

### **3.8 Designing a Communicative Test**

Carroll's (1980) contribution to communicative testing is extremely important. The ultimate criterion of language mastery is, therefore, the learner's effectiveness in communication for the settings he find himself in".

Designing a communicative ability test is not like preparing a grammatical ability test; the design of a communicative test can be seen as involving the answers to the following questions:

1. What are the performance operations we wish to test? Considering what sorts of things people actually use language for in the areas in which we are interested.
2. At what level of proficiency will we expect the candidate to perform these operations?
3. What are the enabling skills involved in performing these operations? Do we wish to test control of these separately?
4. What sort by content area are we going to specify? This will affect both the types of operations and the types of 'text' that are inappropriate.
5. What sort of format will we adopt for the question we set? It must be one which allows for both reliability and face validity as a test of language use.

### ***3.8.1 Characteristics of a Communicative Test***

According to Morrow, the following are expected to be the "characteristics of communicative ability test":

1. It will be criterion-referenced against the operational performance of a set of authentic language tasks. In other words, it will set out to show whether or not (or how well) the candidate can perform a set of specified activities.
2. It will be crucially concerned to establish its own validity as a measure of those operations to measure. Thus content, construct and predicative validity will be important, but concurrent validity with existing tests will not be necessarily significant.
3. It will rely on modes of assessments which are not directly quantitative, but which are instead qualitative. It may be

possible or necessary to convert these into numerical scores, but the process is an indirect one and recognized as such.

4. Reliability, while clearly important, will be subordinate to face validity. Spurious objectivity will no longer be a prime consideration, although it is recognized that in certain situations test formats can be assessed mechanically will be advantageous. The limitations of such formats will be clearly spelt out, however”.

### **3.9 Research Methodology**

The Experimental Method and the Normative Survey Method were used for the present study.

#### **3.9.1 The Experimental Method**

In the present study, the pre-test post-test experimental research design was used to investigate the problem and to conduct the experiment. The subjects (students) were assigned to two groups, Experimental Group and Control Group.

The basic design of the experimentation was as follows:

**Table 3.3**  
**Basic Design of the Experimentation**

<b>Groups</b>	<b>Experimental Group</b>	<b>Control Group</b>
1	Pre-tests	Pre-tests
2	Experimental Factor	Control Factor
3	Post-tests	Post-tests
Comparison of Gains difference		

The two groups – Experimental Group and Control Group – were first given pre-tests and then the experiment was conducted

with the Experimental Group. The Control Group was not given any experimental treatment. It was only taught with the help of T.L.T. At the expiry of the experimental treatment period, the two groups were given post-tests. Finally, suitable statistical techniques were used to compare the gains of difference of the two groups and conclusions and findings were drawn and reported.

### ***3.9.2 The Normative Survey Method***

The investigator used the Normative Survey Method in the present study for collecting data regarding secondary school students' present and future communicative needs in written English in social context. These data were further used for the construction of diagnostic tests, pre- and post-tests and for the preparation of instructional materials. The normative survey method was also used to find out the teaching strategies the teachers were using for the teaching of English at the secondary school level.

## **3.10 Preparation and Design of the Instructional Materials**

### ***3.10.1 Selection of the Areas***

The investigator himself prepared the instructional materials to conduct the experiment for the study. The materials were designed and prepared on the basis of the students' communicative needs, which were already spelt out and on the basis of the following forms of written communication:

1. Writing instructions
2. Writing Directions
3. Writing Telegrams
4. Writing Greetings and Good Wishes
5. Writing Invitations
6. Writing Social and Friendly Letters



### ***3.10.2 Steps for the Construction of the Materials***

The following steps were taken for constructing the instructional materials:

1. Selection of the content to be taught
2. Writing assumptions about learners' entering behaviours
3. Writing of unit plans
4. Writing of lessons
5. Editing of the unit and lesson plans
6. Empirical try-out
7. Administration of the instructional materials

### **3.11 Procedure of Experimentation**

The procedure of the experimentation included the following steps:

#### ***3.11.1 Administration of the Pre-tests***

One hundred (100) students of 9<sup>th</sup> class of the selected school were given the pre-tests of communicative competence before the commencement of the experiment in order to find out the learners' entry-level behaviour and background.

#### ***3.11.2 Preparation of the Groups of Learners for Experimentation***

After administering the pre-tests to 100 students, two groups of the learners were prepared. Each group consisted of 50 students. The groups of learners were named Experimental Group (EG) and Control Group (CG).

The EG was subjected to 30 days' experimental treatment continuously. The second group, CG was not exposed to any experimental treatment but was taught by the teacher concerned with the conventional method (TLT) in regular course of time as a regular school routine and was asked to come for the post-tests on

the scheduled day and time. The English period was taken as the zero period both by the teacher concerned and the investigator. The CG was not given any experimental treatment because the investigator wanted to find out whether or not this group learnt anything on their own with the help of his concerned teacher and how they performed after the administration of the pre-tests.

### ***3.11.3 Administration of the Experimental Treatment***

The EG was given experimental treatment through experimental teaching approaches with the same teaching content for 30 continuous days.

#### ***3.11.3.1 Experimental Treatment to EG***

The investigator, who has a teaching experience of more than 10 years at secondary and senior secondary level and also the experience of teaching in a B.Ed. college, being still working as a regular and confirmed lecturer in the College of Education himself taught the EG by using the Communicative Approach to the English Language Teaching .

The learners of the EG were exposed to 30 days' experimental treatment through the quasi-communication drills, communication exercise, role play, simulation, tape-recorded dialogues, group-work, activity-based tasks, language games, etc. Audio-visual aids were extensively used for the purpose. The learners were assigned communicative testing exercises at the end of each lesson.

By following the Communicative Language Pedagogy, the investigator performed the role a participant with the learners in the classroom. The researcher-participant was all the time careful and he particularly saw to it that only social and informal type of teaching and learning climate prevailed in the classroom during the

experimental treatment. The focus of the teaching was, of course, on the development of appropriacy and fluency in the learners as the CLT theory demands it. Hence, the learner-oriented teaching was the main focus of CLT.

#### *3.11.3.2 Treatment to CG*

Another teacher taught the CG as usual through the traditional methods of teaching English. The teacher was not oriented with procedure of the experiment.

The teacher made use of the Grammar-Translation Method, Direct Method, Bilingual Method, Structural Approach, Situational Approach and Substitution Method. The teacher used most of the time, or in real sense, the traditional methods of language teaching. These methods and approaches were used for this group as the teachers who were interviewed by the investigator revealed that they were using these teaching methods, approaches and strategies in their classroom. In fact, the focus of teaching here was on the development of accuracy and grammar in the learners.

#### **3.11.4 Administration of the Post-tests**

The post-tests (Terminal behaviour tests) were administered to the two groups, that is, EG and CG, in order to find out whether learners' communicative competence was developed and which teaching approach was more effective in developing learners' communicative competence. The CG, that was not given any treatment but was taught in the conventional method, was also given the post-tests.

#### **3.12 Tools for Data Collection**

The investigator developed the following tools:

- a) *Diagnostic Need Assessment Test*: The diagnostic test was constructed in order to find senior secondary school learners communicative needs in written English and senior secondary schools teaching strategies.
- b) *Written English Communicative Competence Tests*: The communicative competence tests were divided into five parts, each part testing an area of communicative competence.

The tools were valid, reliable and standardized by finding out their reliability and validity by using Spearman Brown Formula and Split-Half Method.

### ***3.12.1 Procedure of Experimental Treatment***

The EG and CG were exposed to different types of treatment for 30 days with the same tests and teaching material, except the teaching methods.

*Treatment to the EG*: The EG was taught by using the communicative approach. The learners were given quasi-communication drills, communication tasks, role-play, simulation, dialogue, group work and activity-based tasks focusing on grammatical accuracy under normal classroom teaching.

### ***3.12.2 Data Collection, Analysis and Interpretation***

In order to analyze the gathered data, the investigator used suitable statistical techniques such as Mean, Standard Deviation, Correlation Coefficient, Reliability Coefficient, 't'-test, Percentage, F-Ratio, Discrimination Power Value and Graphical Presentation of Data.

The data (attributes) were analyzed and interpreted on the basis of the communicative methodology that included the principles of Accuracy, Appropriacy, Fluency, Feasibility and Conventionality.

### **3.13 Development of Instructional Material**

The investigator prepared the instructional material to conduct the experiment for the study. The instructional material was designed and prepared on the basis of the students' communicative needs, which were spelt out through the Diagnostic tests. The material was prepared on the basis of the following forms of written communication.

- Writing social and friendly letters;
- Writing greetings and good wishes;
- Writing telegrams;
- Writing directions;
- Writing instructions; and
- Writing descriptions of persons, events, things and places.

The construction and development of the instructional material followed the following steps:

- Selection of the content to be taught;
- Writing assumptions about learners' entering behaviour and terminal behaviour;
- Writing unit plans;
- Writing lessons;
- Editing the unit and lesson plans;
- Empirically tryout; and
- Administration of the material.

### **3.14 Data Analysis**

The following statistical techniques were applied:

- Central tendencies and S.D.
- Coefficient of Correlation; and
- 't' test of significance of mean difference.

## **CHAPER – IV**

### **PROCEDURE OF DATA COLLECTION**

#### **4.0. Introduction**

The present chapter aims at providing the details and description of the tests constructed and used in the study including also the development of instructional material, experimentation and needs assessment.

#### **4.1 Tests Construction**

The following three types of tests were constructed for the study:

Type A: Two diagnostic tests for finding out learners' communicative needs in written English in social contexts.

- i) A questionnaire for secondary school learners.
- ii) A questionnaire for secondary school teachers.

Type B: Five pre- and post-tests of communicative competence in written English consisting:

- i) A Receptive Test of Linguistic Accuracy (RTLAC)
- ii) A Productive Test of Linguistic Accuracy (PTLAP)
- iii) A Receptive Test of Linguistic Appropriacy (RTLAP)
- iv) A Productive Test of Linguistic Appropriacy (PTLAP)
- v) A Comprehensive Test of Communicative Competence (CTCC)

Type C: An interview schedule for finding out teachers' teaching strategies.

- i) An interview schedule for secondary school teachers of English in order to find out teachers' teaching strategies for teaching written English.

#### **4.1.1 Diagnostic Tests (Questionnaires)**

English is being taught without keeping in view the communicative needs of the learner in social context. So, one of the objectives of the present study is to find out secondary school learners' communicative needs in written English in social contexts. The investigator prepared two questionnaires to conduct the study. One was meant for the teachers and the other for the students. The purpose was to elicit different types of information regarding secondary school students. The purpose was to elicit different types of information regarding secondary school students' communicative needs in written English. Both present and future needs of learners were needed to be found out.

Both the teachers and the students were asked to give their favourite topics they (students) would like to write about. Some open-ended questions were also added to the questionnaires to widen the scope of responses. Teachers were given questionnaire because educationists, pedagogues and methodologists generally hold the view that teachers may know more about their students' learning needs in comparison to their students.

#### **4.1.2 Steps for the Preparation of the Diagnostic Tests (Questionnaires)**

A good diagnostic test is a boon to any researcher. Every care is taken to have a good, reliable and valid diagnostic test. The investigator took the following steps in order to construct the questionnaires for students and teachers:

#### *4.1.2.1 Study of the Related Literature*

Study of related literature helps in developing the vision and accurateness. So, before setting out to construct and develop the research tools, the investigator carefully studied the books and related literature on students' language learning needs as well as on the techniques for constructing questionnaires. The work, books and articles by Hymes (1971), Van (1975), Widdowson (1980), Allright (19769), Candlin (1980), Littlewood (1981), Johnson and Morrow (1981), Stevick (1982), Silkins (1983), Rivers (1983), Bramfit and Johnson (1986), Rodger and Richards (1986), Hutchinson and Water (1987), Munby (1988), Buchman (1990) and Carroll (1990) enlightened the investigator a lot in designing the tests.

#### *4.1.2.2 Views of the Subject Experts*

After studying the related literature, the researcher gathered views of the subject experts, English language teachers as well as well-experienced retired teachers of English for framing the questionnaires. This helped the investigator to know more about the content, methods and the communicative needs of the learners in social context (Annexure – I).

#### *4.1.2.3 Preparation of the First Draft*

On the basis of the opinions given by the experts, the first draft of the questionnaires was prepared. The questionnaires were divided into three parts; part first, aimed at finding out students' present communicative needs; part second, aimed at finding out students' future communicative needs and part third, aimed at finding out the most general topics on which students would like to write. The questions selected were close-ended. Mainly the closed type items with fixed alternative were framed. A three-point scale was used, i.e. 'always', 'sometimes' and 'never'. The questions with



'yes-no' answers were framed to find out students' future communicative needs.

Open-ended test items were also included in both the questionnaires in order to explore more possibilities of students' written communicative needs in the social context.

The items of the questionnaire meant for the students were situationalized. The students were asked to say what they would like to do in 'situations' such as "... your friend Mr. 'y' lives in Delhi whom you want to invite to your brother's wedding next week. Would you like to write an invitation in English?" The questionnaire for the teachers contained questions without 'situations'.

#### *4.1.2.4 Submission of the First Draft to the Experts*

The investigator gave the first draft of the questionnaire to English language-teaching experts working in various institutions. The experts were requested to delete the unrelated or weak test items, to modify and to add more items. On the basis of the experts' opinion, the questionnaires were improved and framed. (Annexures 1-2)

#### *4.1.2.5 First Tryout*

The first try out of the questionnaires was made on 15 teachers and 15 students of government secondary schools of Sonapat town.

Both the teachers and the students were asked about the problems and difficulties they faced while responding to the questionnaires. They were also asked to indicate if they did not comprehend any questions. The teachers were requested to give suggestions to make the questionnaires better.

The results of the first tryout were encouraging. The students reported that some test items were difficult and the language of some items was found to be rather complex. The questionnaires were improved in that light.

#### *4.1.2.6 Second Try-out*

A second tryout was done on another 15 teachers and 25 students. The second try-out was, in fact, an improvement upon the previous one. Therefore, both the teachers and the students provided only a few suggestions.

#### *4.1.2.7 Administration of the Questionnaire*

After the second try-out when the questionnaires were reframed, the researcher administered them to 30 secondary class students and 30 secondary school teachers of English. The students and the teachers belonged to the following schools:

- i) Tika Ram Girls Senior Secondary School, Sonapat
- ii) C.R.Z. Senior Secondary School, Sonapat
- iii) Government Senior Secondary School, Sonapat
- iv) Shiva Shiksha Sadan, Sonapat
- v) Holy Child Senior Secondary School, Sonapat

The tests were conducted in a pleasant and free classroom atmosphere after establishing good rapport with the students and teachers. They were requested to report their views without any hesitation as the tests were meant for the research purpose.

#### *4.1.2.8 Reliability of the Questionnaires*

With the help of the Test-Retest method, the reliability of the questionnaires was found out. The questionnaires were

administered to the same subjects after 30 days from the date the first test was administered.

A comparison was made between the scores of the first and the second administration of the questionnaires. After the statistical calculation, no significant difference was found in the scores of achievement in the first and second administration of the tools. Therefore, the questionnaires were reliable.

#### *4.1.2.9 Validity of the Questionnaires*

Before administering the questionnaires to the teachers and the students, they were actually given to subject experts and experienced teachers whose suggestions had been incorporated into the questionnaires. Even the analysis of the questionnaires showed that both teachers' and students' opinion and views were very much similar in respect of students' communicative needs, in written English in social context.

With the help of Spearman's Rank difference method, Correlation Coefficient was found out and it was observed that there was a positive correlation between teachers' and students' views about students' communicative needs in written English. The correlation coefficients regarding students' and teachers' views about students' present and future communicative needs and favourite topics were found to be 49, 85 and 51 respectively.

The questionnaires for students and teachers were developed and standardized by the investigator himself through the procedural steps mentioned above. "The information collected so far through these tools was actually used for developing the communicative competence tests as well as the teaching materials. The description regarding the communicative competence tests is as follows.

#### **4.1.3 Construction of Communicative Competence Tests (Pre- and Post-Tests)**

Five tests of communicative competence were prepared and used for the study. There were two receptive and two productive tests of accuracy and appropriacy with a comprehensive test of communicative test.

These five tests were labelled as pre- and post-tests. The tests were prepared on the basis of the results of the questionnaires administered to school teachers and learners in order to find out learners' communicative needs.

These five tests of communicative competence were prepared keeping in mind the methodology and pedagogy of communicative language teaching. It may be mentioned here that Linguistic Accuracy, Appropriacy, Fluency and Conventionality are the parts of communicative competence. This is the reason why separate tests of linguistic accuracy and appropriacy and a comprehensive Test of communicative competence were prepared in order to test each part of communicative competence. Fluency and conventionality were decided to be tested in the comprehensive test of communicative competence. The comprehensive test of communicative competence had wide scope for testing fluency and conventionality also.

Accuracy, Appropriacy, Fluency and Conventionality were tested through only those items that had relevance and appropriacy in terms of the students' communicative needs which were spelt out earlier.

##### **4.1.3.1 RTLAC (Receptive Test of Linguistic Accuracy)**

The RTLAC was prepared to test students' linguistic competence and achievement. It included only those grammatical

items that are generally used in writing social letters, telegrams, instructions, directions, greetings, good wishes and description of places, persons and events. Test items on nouns, verb forms, adverbs, adjectives, prepositions, articles, determiners, modal auxiliaries, helping verbs, connectives, past-participles, punctuation marks and verbs in passive voice were prepared keeping in view the written forms of communication and students' communicative needs which were spelt out.

The RTLAC contained multiple-choice items in it. The RTLAC included questions with their four alternative answers. Students were asked to select the correct answer form out of the four distracters provided. The RTLAC was of 40 marks, one mark for each question. The duration of the test was forty minutes. A scoring key was also prepared for the test. There were 40 questions in all in the test.

#### *4.1.3.2 PTLAC (Productive Test of Linguistic Accuracy)*

The PTLAC was not different from the RTLAC, except that no alternative answers and multiple choices were provided in it. The students were asked to write correct answers on their own. They were asked to fill in the blanks with correct answers of 40 questions.

The main purpose of the PTLAC was to confirm students' responses given by them in RTLAC and to prove whether students' responses in RTLAC were correct by chance or they actually knew the right answers. Enough space was provided in the test for writing answers. The students were instructed and asked to give 'one-word' answers only. A scoring key was also prepared for the test. The PTLAC carried 40 marks and was of 40 minutes like the RTLAC. (Annexure – 12)

#### *4.1.3.3 RTLAP (Receptive Test of Linguistic Appropriacy)*

The RTLAP contained four alternative answers for each question. Although all the four alternative choices were grammatically and linguistically correct, yet one of them was the most appropriate in the given situation and context. Students were asked to select the most appropriate answer from the four answers given and write the serial number of it in the bracket provided in the test. In addition to it, students were asked to understand the situation and context of the questions carefully before they actually started responding to the questions.

The students were informed that a different form of the same language is used with different types of persons and relatives in different social settings. The PTLAP carried 25 questions and 25 marks and the test was of 30 minutes. The test also aimed at finding out if the students were able to recognize the right and appropriate answers in the given context. (Annexure -13)

#### *4.1.3.4 PTLAP (Productive Test of Linguistic Appropriacy)*

The PTLAP was not different from the RTLAP. In fact, the PTLAP did not contain the four alternative choices. The students were asked to write the most appropriate response in the given situation and context. They were asked to write only 'one sentence' answers. This was done in order to make scoring scheme objective, scientific, reliable, valid and easy. Enough space was provided for writing answers in the test.

The purpose of the PTLAP was to confirm students' responses given by them in the RTLAP. The test also aimed at finding out if the students were able to produce the right answers. Only linguistic appropriacy was tested through the PTLAP. The test was of 30 minutes and carried 25 marks.

#### 4.1.3.5 CTCC (*Comprehensive Test of Communicative Competence*)

The C.T.C.C. was both Receptive and Productive in terms of testing communicative competence comprehensively. The C.T.C.C. was Receptive in that it contained visual information. The students were expected to receive information through pictures provided in the test.

The test was Productive in the sense that the students were required to produce the information they received through pictures in the test.

The C.T.C.C. contained some visual information such as pictures showing events, places, persons, things, route map of a city and a telegram form. The test contained 10 test items. The students were asked to look at the given pictures and describe the places, persons, events and things in the pictures.

There were six test items each of which required answers in five students only. There were two test items each of which required answers in just one sentence. There was one test item that required answer in two sentences only. There was one test item in a form of friendly and social letter that required answers in a page but the students were asked to avoid writing anything that was not necessary. Enough space was provided in the test paper itself for writing answers. The test contained 10 questions, carried 50 marks and was of one and a half hours (1½) duration. (Annexure – 15)

The main purpose of the test was to test students' linguistic accuracy, appropriacy, fluency, conventionality as well as writing techniques including the use of right punctuation marks. It aimed at testing students' achievement and performance on the above mentioned criteria.

Since the C.T.C.C. was mainly productive in nature, the test items were designed in such a way that student did not get any lexical and structural help from the test items and questions. The students were expected and also asked to start off on their own. It was done with a view to testing and evaluating students' actual linguistic and communicative competence.

All attempts were made to make the test structurally, contextually, semantically, ideationally, lexically and situationally controlled. Additional control was exercised by providing pictures for visual information. This helped the investigator provide the same information to all the students. Situational control was observed by describing the situation and context in terms of social relations and settings.

Lexical and structural control was made through visual information and by asking the students to write about what they actually saw in the picture. Pictures were carefully selected and presented in such a way that students did not face any lexical and structural difficulty.

Notwithstanding all these things, one just could not predict what responses learners might give. This is why it was decided to evaluate learners' responses in the light of the criteria of communicative competence mentioned earlier on.

A marking and scoring scheme was also prepared to make the scoring objective, scientific and easy for computation. Each sentence carried on one mark that was actually divided into four-quarter marks. Table 4.1 contains the scoring scheme for each response.



**Table 4.1**  
**Scoring Scheme (C.T.C.C.)**

<b>S.No.</b>	<b>Type of Response</b>	<b>Marks/Awarded</b>
1	Grammatically Accurate Response (Sentence, Spelling, Verb form, Structure, etc.	$\frac{1}{4}$ (A quarter Mark)
2	Linguistically and social appropriate response	$\frac{1}{4}$
3	Fluent Response (both grammatical and appropriate response)	$\frac{1}{4}$
4	Coherence, Organization, Legibility, Punctuation marks, etc.	$\frac{1}{4}$
<b>Total</b>		<b>1 mark</b>

#### *4.1.3.6 Experts' Opinion*

On the basis of the students' communicative needs in social context and areas, which were spelt out earlier, some test items were prepared and areas were selected. A list of these items and areas was given to 20 language and research experts for their opinion and views.

After receiving experts' opinion and suggestions, the first draft of the tests was prepared. These tests were given to 30 experts including 15 ELT experts and 15 educational research experts for their opinion to improve the test items. Out of 30, only 20 experts returned the tests after providing their opinions as well as suggestions to make the tests objective-based and better. The experts' views and suggestions were incorporated to improve the tests. (Annexure – 1-2)

The investigator rephrased and modified some test items and removed the items from the test that seemed less relevant. The distribution of the content was the same.

#### *4.1.3.7 First Try-out*

Having improved the tests on the basis of the experts' suggestions, etc., the tests were tried out on 20 students of class IX in order to find out what difficulties they faced while responding to it. During the administration of the tests, the researcher kept on jotting down the students' problems and difficulties. At the end of the administration of the tests, the students were asked how they found the tests and what difficulties they felt and how they would like the test items to be presented.

This helped the researcher find out the quality and difficulty level of the tests. Students' responses were carefully studied and analyzed. The test items that students could not understand due to certain lexical and structural difficulties were improved, certain items were removed and new ones were added to the tests.

The pictures that were not very much clear and were less communicative were removed and new pictures were included. Instructions were improved and made easier.

After the first tryout, the researcher was able to know how much time was actually needed to respond to the tests. In addition to it, the scoring scheme of the C.T.C.C. was also made objective, easier and more feasible.

#### *4.1.3.8 Second Try-out*

The five tests of communicative competence were tried out on 36 students of class IX who were different from the selected sample of the study. These 36 students were, in fact, 27% off the sample that was 100. The second try-out did not bring out major difficulties of the learners except certain lexical, instructional and technical

changes the format of the tests. The scoring scheme was further improved.

#### *4.1.3.9 Scoring Scheme for the Test*

After trying out the tests second time on the students, the responses were awarded marks. One mark was awarded for each correct response. All the questions in the RTLAC, PTLAC, RTLAP and PTLAP carried one mark each for the correct response and a zero mark for the wrong one. Half and quarter marks were given to partially correct responses in the PTLAC and PTLAP. The C.T.C.C. had different types of questions. Some of the questions carried 5 marks each; others 2 and 10 marks each.

#### *4.1.3.10 Item Analysis*

The students were given code number and their responses were awarded marks in line with the scoring scheme and the marks were finally tabulated. The scores were arranged in an ascending numerical order. Ranks were also given to the students. Out of the whole lot of 36 students' scores, 10 students' scores (27%) who got top scores were taken out and they were called "Highs". Similarly, 10 students (27%) who had scored low scores were also taken out and they were called "Lows".

The limits of 27% of the sample were accepted only because the experts in the field of test construction consider it an accepted norm. It also facilitates calculation (Garrett, 1996).

#### *4.1.3.11 Discrimination Power of the Test Items*

The two scores of students of high and low groups were given separate treatment. An attempt was made to put a tally for each student's response to every item of the tests. Then the number of the pupils from the "high" and "low" groups attempting each item

correctly was found out. Thereafter, the difference between the number of the high achievers and the low achievers was calculated. This attempt helped the investigator in calculating the index of the discrimination for each of the items of the test. The following formula was applied for this purpose (Lund, 1971):

$$D.P. = \frac{RU - RL}{\frac{1}{2}T}$$

(Annexure 25)

Having calculated the upper-lower indices for each of the items of the tests, only those items that carried the value in between 0.3 to 0.7 were selected for the tests. (Annexures 6-10)

#### *4.1.3.12 Difficulty Value of Test Items*

The difficulty value is the percentage of some specified group such as the students of a given age or grade who answer an item correctly. There appears to be general consensus that a test as a whole should have about 50% difficulty for the average pupils.

Having processed the scores of the entire lot of 36 students' answer-sheets, it was then attempted to put a tally for the right answers and a cross mark for the wrong answer for each students' response to each item of the test. The correct response were counted for each item and recorded against each of them. The percentage of each of the items attempted successfully by the pupils was found out. Thereafter, the items were classified on the basis of the criteria suggested by Nunnally (1975) that are as follows:

**Table 4.2**  
**Classification of Test Items**

<b>Difficulty index (Percentage of the pupils passing a test item)</b>	<b>Item Evaluation</b>
20% and less	Very difficult
21% to 79%	Moderately difficult
80% and above	Very easy

The main purpose of application of the above-mentioned criteria was to get an assessment of the items in relation to the indices of difficulty. The classification of the items with their evaluation in relation to the indices of difficulty was done and the items, which had difficulty value in between 30% to 70% were selected for the test. Some test items which had difficulty value either less than 20% or 80% and above were removed. Some items of which difficulty value was either very low or very high were retained after modifying and increasing or decreasing their difficulty value in the cases of very easy and very difficult test items. (Annexures 6-10)

Attempts were made to make difficult items easy and moderately difficult by changing certain lexical items or replacing the whole item.

- i) In the case of the RTLAC and PTLAC, out of 43 items, only 40 items were selected and 3 items were rejected and 8 items were modified and retained. Finally, there were 40 test items in each test (RTLAC and PTLAC).
- ii) In the case of the RTLAP and PTLAP, out of 25 items, 17 items were selected and 8 items were retained after modifying them. The 8 items were retained because they

were very significant items and could not be dropped for the experiment.

- iii) In the case of the C.T.C.C., one part of the item was rejected and two items were retained and then modified. Certain changes regarding words, phrases, instructions and pictures were made so that the items did not become very easy or very difficult.

#### *4.1.3.13 Administration of the Final Draft of the Tests*

A computer printer printed the final forms of the tests and then once again the tests were administered to 36 students (27% of the sample) of class IX who were different from the sample selected. Students' responses were scored. Thus, the data were subjected to calculating reliability and validity of the tests.

#### *4.1.3.14 Reliability of the Tests*

A test is reliable to the extent that it measures whatever it is measuring consistently. Reliability of a test is one of the most important elements of a sound and standard test. In the present study, the following methods were used for calculating reliability coefficients of the tests.

*i) Spearman-Brown Formula-Split half method:* It would be worthwhile to mention here that the primary purpose of the study was not to prepare tests but to give an experimental treatment to the learners. The tests were made reliable and standardized for reliable results and conclusions. In fact, the tests were not an end in themselves but a means to the end.

The PTLAC and PTLAP were administered first, followed by the RTLAC and RTLAP. This was done in order to get more reliable responses from the learners. In the former case, alternative

answers were not given in the tests and the students were asked to write their own answers while in the latter case, the students were provided with four alternative answers and they were also asked to select the right answers from the four alternative answers. The productive tests (PTLAC and PTLAP) were administered first so that the students did not get any help from the Receptive tests (RTLAC and RTLAP) containing alternative answers.

#### *4.1.3.15 Application of the Split-Half Method and the Spearman Brown Formula*

In order to measure the internal consistency of the test items, the Split-Half Method with Spearman Brown formula was applied. Each test was divided into two parts and correlation was found out between the divided parts of the tests. The scores on the odd-numbered items were correlated with the scores on the even-numbered items. Correlation coefficient was modified by using the spearman-brown formula.

#### *4.1.3.16 Reliability of the Test through the Spearman-Brown Formula*

The investigator found out reliability coefficients of all the tests by using the Spearman-Brown formula (Annexure – 25). Table 4.3 contains the reliability coefficients of the tests.

**Table 4.3**  
**Reliability Coefficient of the Tests**

S.No.	Test	Reliability Coefficient (r II)
1	RTLAC	0.95
2	PTLAC	0.93
3	RTLAP	0.97
4	PTLAP	0.97
5	C.T.C.C.	0.92

It is clear from the Table that the values of the reliability coefficient obtained by using the Spearman-Brown formula affirm that the tests were dependable and reliable.

In the item analysis process, the reliability of the tests was raised by increasing the number of items of equal quality to the other items. Carefully designed direction for the administration of the tests and an atmosphere free from distractions, minimizing boredom and fatigue also improved the reliability of the testing instrument.

#### **4.1.4 Validity of the tests**

In general, a test is valid if it measures what it claims to measure. Validity can also be thought of as utility. For the tester's particular purpose, is the test useful?

The investigator approached the problem of validity of the tests from the following standpoints:

1. The internal consistency
2. The content or curricular validity
3. The construct validity and
4. The face validity

##### **4.1.4.1 Internal Consistency (Stability)**

In the process of item analysis, it was attempted to select only those items for the final form of the test which satisfied two basic conditions simultaneously; (i) the minimum acceptable index of discrimination, and (ii) acceptable norm of item difficulty. On the basis of the conditions, it could be concluded that the surviving items had some meaningful stability. It is through this effort that the internal consistency of the tests was established.



#### *4.1.4.2 Content Validity*

Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was deigned. It shows how adequately the test samples the unversed knowledge and skills that a student is expected to master.

In the present investigation, secondary school students' communicative needs in written English in social context were first spelt out and on the basis of these needs, the communicative test were prepared. The tests were given to subject specialists for their opinion and assessment. The objectives of teaching English at the secondary education level were also examined for the research purpose.

A list of skills that a student was expected to master was also given to a panel of experts in the field to judge the adequacy of the skills to be developed. Interviews with subject experts and teachers were also conducted. All these efforts affirmed the high degree of content validity of the test.

#### *4.1.4.3 Construct Validity*

Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory. In order to maintain construct validity, the investigator followed a scientific path. The related literature was studied, interviews with experts were conducted, suggestions and opinions were invited from a panel of experts in the field of research in Education and ELT and CLT.

The tests were tried out two times; item were analyzed and correlation coefficient was found out. After following all these phases and procedures, the tests were finalized.

#### *4.1.4.4 The Face Validity*

The tests, along with the objectives of the present study, were given to subject matter specialists, experts in the field of educational research, school teachers, teacher trainers and two ELT experts from Britain to judge and/or modify the test items and give suggestions. The test items were checked, judged and modified by them. Their experts were also requested to answer the RTLAP and PTLAP. Through these process and efforts, the researcher was able to affirm the face validity of the tests.

It could be said conclusively that the tests prepared for the present study were evaluated on the bases of different types of validity such as Face validity, Content validity, Construct validity and the Internal consistency of the test items.

#### **4.1.5 Interview Schedule**

A structured interview schedule was also designed to find out the teaching approaches, techniques, devices and strategies being used by the teachers of English to teach English in Haryana.

The interview schedule contained 20 questions on various aspects of the ELT. There were questions on the objectives of teaching written English, the teaching of picture composition and written composition and letter writing, the instructions to the students for writing, correction of students' home work and scoring and marking students' composition.

There were some questions on the teaching of telegrams, greetings and good wishes, street directions, instructions and description of persons, places and events which the teacher were not teaching because these items were not in the prescribed course for the secondary school level. In order to know the teachers'

teaching strategies regarding these items, the investigator asked the teachers how they would like to teach such items if they were ever asked to teach. This hypothetical question elicited teachers' teaching strategies.

Some open-ended questions were also asked which provided greater depth of responses and helped the researcher to a great extent in getting beneath-the-surface reactions. Questions with yes-no type responses were purposefully avoided in order to elicit details and vital information from the teachers.

#### *4.1.5.1 The Experts' Views*

Before preparing the interview schedule, a list containing the objectives of the present study and the areas of written communication was given to some subject specialists including research guides, ELT course designers, teacher trainers and senior school teachers whose views, opinions and suggestions helped the investigator improve the said tool. (Annexures 1-2)

#### *4.1.5.2 Try-out*

The first draft of the interview schedule was prepared on the basis of the experts' opinion and then it was tried out on five teachers in order to find out what response the questions actually elicited. This try-out helped eliminate certain inconsistencies in the interview schedule and the questions were reorganized and put in a simple order and sequence. The ambiguous language of some questions was also changed and simplified.

#### *4.1.5.3 Administration of the Tool*

The interview was conducted with 30 teachers of English, both male and female. The interviewer, first of all, secured the confidence and cooperation of the subject (teachers) and talked

with them in a friendly manner by giving due regards. The subjects were assured that their responses would be kept in strict confidence.

Good rapport was first established with the teachers. Care was taken to see to it that the democratic and rather informal climate prevailed at the time of interview. This was done to eliminate bias and to increase reliability of the interview schedule.

Recording interviews on tape was preferred because they were convenient and inexpensive and obviated the necessity of writing during the interview, which could have been distracting to both the interviewer (the researcher) and the subject (teachers). The interviews were recorded with the knowledge and permission of the subject. It was thought immoral to record the subjects; interviews without their knowledge and permission.

#### *4.1.5.4 Reliability of the Tool*

Reliability of the interview was evaluated by restating a question in a slightly different form at the later time in the interview. The recorded interviews were given to another expert teacher-scholar to score each tape-recorded interview. This was done to avoid prejudice and bias.

#### *4.1.5.5 Validity of the Tool*

The interview schedule was actually based on a carefully designed structure. It was ensured that significant information was elicited. The critical judgement of experts in the field of inquiry was helpful in selecting the essential questions. This effort affirmed the validity of the tool.

#### *4.1.5.6 Application and Use of the Tool*

The responses received through the interviews were analyzed and conclusions were made regarding teachers' teaching strategies for developing communicative competence in written English. The responses helped the researcher find out the traditional (conventional) English Language Pedagogy in Haryana.

### **4.2 Development of Instructional Material**

One of the major points the researcher had to keep in mind was on what basis he would select the language material to which the learners would be exposed and what skills he would expect his learners to acquire. A cursory glance at the existing textbooks made it clear that the decisions regarding syllabus design had been taken on the more or less subjective basis. The investigator came across the recent criteria for syllabus design employed by Wilkins (1976), Munby (1978), Candlin (1976), Van (1975), Littlewood (1975), Johnson (1978), Jones (1977) and Savignon (1972). All that helped the researcher select areas to prepare and design his material.

#### **4.2.1 Selection of the Material**

It was seen that English has a tremendous role and importance in the present Indian society scenario. And one of the objectives of the present study was to find out senior secondary school learners' communicative needs in written English in social context. Learners' present and future communicative needs were found out through the diagnostic tests. The syllabus for the present study was prepared and designed on the basis of the needs identified.

##### *4.2.1.1 The Syllabus for the Experiment*

The needs syllabus identified as communicative in written English or for the present experiment study was as follows:

- A. Writing the following in English in social contexts:
- i) Description of places, things, events and known and unknown persons.
  - ii) Telegrams.
  - iii) Formal and informal social invitations.
  - iv) Street directions.
  - v) Instructions.
  - vi) Social and friendly letters.
  - vii) Greetings and good wishes.

#### *4.2.1.2 Defining Appropriate Objectives in the Behavioural Terms*

The objectives of teaching the instructional material were defined in two appropriately behavioural terms: (i) Entry Level Behaviour; and (ii) Terminal Level Behaviour.

#### *4.1.2.3 Finding out Learners' Entry Level Behaviour*

The learners' entry level behaviour was found out through the following techniques:

- The prescribed syllabus in Haryana for every class was designed by S.C.E.R.T. It was on the guidelines given by N.C.E.R.T. The syllabus and the objectives of teaching at the secondary school level in Haryana were carefully studied and analysed by the investigator. It was found that none of the items of the syllabus for the present study was found in the syllabus prescribed for the school level in Haryana. Letters were, of course, a part of the syllabus but there was no mention of their being taught in social context. Even letter writing was not taught keeping in view the practical use of it.
- The results of the diagnostic tests revealed that the students were not using any of these forms of written communication

in the syllabus for the present study but the students showed interest in writing these things in English. They could understand the importance of learning them.

- The teachers of the secondary schools were also given questionnaires to find out the students' needs and entry level behaviour.
- The examination papers of secondary school level and students' response sheets were carefully examined and analysed in order to find out what lexical items, structures and forms of written communication they (students) were actually using. A frequency chart containing all this information was prepared and conclusions were made.
- Two times tryout of the tests also revealed some remarkable points about students' entry level behaviour. This helped the researcher find out students' skill and knowledge about the items mentioned in the syllabus for the present study.

All these efforts helped the researcher to find out the students' entry level behaviour.

#### *4.2.1.4 Entry Level Behaviour Pattern*

- 1) The students can write the following in English:
  - i) Story with the help of an outline.
  - ii) Leave Application to the school Principal
  - iii) Guided and controlled composition:
    - (a) Paragraphs describing past events
    - (b) Paragraphs narrating past incidents
    - (c) Paragraphs describing how a particular task was performed.
  - iv) Answers to textbook questions.

- v) Letters (personal, business, official, etc.)
- vi) Narration (Direct and Indirect)

2) Students know and can use the following (lexical items):

Nouns, pronouns, adjectives, verbs, connective, interjections, helping verbs, modals, auxiliaries, tenses, number, gender antonyms, phrases (noun, adverb and adjectival), simple and compound sentences, active and passive voice, concord (subject-verb agreement), articles, determiners (some, any, both, all, etc.), (affirmative, negative, interrogative) sentences, wh-words (who, whom, which, when, while, whose, whenever, why, where, how), degrees (positive, comparative, superlative), word-order, spellings and question tags.

3) The students know and can use:

- i) Punctuation marks (full stop, comma, semi-colon, colon, dash, interrogation mark, exclamation mark, inverted comas, apostrophe and capital letters).

4) The students know and can do:

- (ii) Translation of words and sentences from English into Hindi.

5) The students know and can use the following structures:

- i) Subject-verb-object (structure)
- ii) Simple and compound sentences
- iii) Concord (subject-verb agreement)
- iv) Subject + Vi (We all breath, drink and eat)
- v) There/It + Be +Subject) There is a large crowd
- vi) Subject + be + subject complement (This is a book)
- vii) Subject + Vi (Interactive verb) + adverbial + adjunct.  
(The box weighs five kilos)



- viii) Subject + Vi + Adverbial adjunct (Please go away)
- ix) Subject + Transitive verb + noun/pronoun + infinitive  
(Let me go)
- x) Subject + Vi + direct object + adverbial particle (Take off your shoes)
- xi) Subject + Vi + dependent clause (Does anyone know how it works?)
- xii) Subject + Vi + to infinitive (Do you want to go?)
- xiii) Subject + Anomalous finite + infinitive (You may leave now)
- xiv) Subject + Vt + noun/pronoun + interrogative clause.  
(Tell me what your name is.)
- xv) Although --- yet
- xvi) Through
- xvii) If clause (open condition)
- xviii) Not only --- but also
- xix) Should, can, may, will, would, might, ought to, must, shall
- xx) So --- that, so that
- xxi) Had better
- xxii) Neither --- Nor
- xxiii) Either --- or

6) The students know and can use the following adverbs:

Rapidly, really, fast, slow, immediately, beautifully, here, there, quickly.

7) The students know and can use the following prepositions:

Behind, beside, besides, from, to, under, with, before, about, above, after, along, below, across, by, of, since, through, towards, near, during, by, at, until, for, on, till, in front of, in, between, among, into, over, up, down, upon.

8) The students know and can use the following in personal letters:

(i) The heading, (ii) salutation or greeting (My dear father, My dear brother, My dear Ashok, My dear Friend), (iii) body of the letter, (iv) subscription (Yours affectionately, lovingly, sincerely, yours, your friend, your affectionate son/daughter, your loving son, etc.), (v) Address and (vi) date.

9) The students know and can use the following subscriptions in Application writing (Yours faithfully, Yours obediently, Yours sincerely,).

#### *4.2.1.5 Terminal Behaviour*

The students' terminal behaviour was defined in terms of objectives as follows:

The students will be able to:

- i) use the different written forms of communication mentioned above with accurate and appropriate linguistic fluency and conventionality;
- ii) (a) write and impart accurate and appropriate information in formal and informal invitations in social context, and (b) express acceptance and refusal of invitations;
- iii) write, seek and impart essential information through social and friendly letters in social contexts;
- iv) write, give and take accurate and appropriate information through the descriptions of things, events, known and unknown persons and places in social context;
- v) write and give and take accurate and appropriate directions in social context;

- vi) write, give and take accurate and appropriate instructions in social context;
- vii) write accurate and appropriate greetings and good wishes in social context;
- viii) write, seek and impart accurate and appropriate information through telegrams in social context;
- ix) use accurate and appropriate punctuation marks, capital letters in writing the items referred to above (Point No. 1);
- x) use the different forms of written communication referred to above (Point No. 1) for the genuine communicative purposes in social context;
- xi) use accurate and appropriate lexical and structural items in social and friendly letters, description of places, persons, things and events, directions, instructions, greetings and good wishes, telegrams and invitations in English in social context; and
- xii) seek and impart accurate and appropriate information about the topics elicited from them through the diagnostic tests, which are as follows:

Village, city, picnic, travel, public places, vacation, favourite (book, teacher, game, film, player, writer, hero, heroine, TV programme, leader, festival and events) school, sports, friends, relatives, hobbies.

#### *4.2.1.6 Content Analysis and Developing Instructional Sequence*

Having defined the specific objectives in terms of entering and terminal behaviour, the investigator developed suitable content structures to form part of the teaching programmes.

The first task in this direction was to divide the whole content into 7 units. Each unit consisted of 4 lessons. This was done in order to present the instructional material objectively as well as to avoid monotony, which might occur due to the same kind of exercise being repeated.

The units and lessons were organized and put in such a sequence that simple and interesting things presented difficult and complex materials. At the end of the units, two revision lessons were presented in order to revise, reinforce and consolidate the language items taught during the experimental treatment. Each lesson was of 40 minutes' duration.

The distribution of the content into 7 units followed by two revision lessons was as presented below.

**Table 4.4**  
**Distribution of Content into Units**

S.No.	Teaching Items/Units	No. of Lessons	No. of days & periods	Duration of Time for a Lesson	Total Time of Exposure
1	Description of:				
i	Persons	4	4	40 min.	160 min.
ii	Persons	4	4	-do -	-do -
iii	Things	4	4	-do -	-do -
iv	Events/Actions	4	4	-do -	-do -
2	Directions	4	4	-do -	-do -
3	Instructions	4	4	-do -	-do -
4	Telegrams	4	4	-do -	-do -
5	Invitations	4	4	-do -	-do -
6	Greetings/Good Wishes	4	4	-do -	-do -
7	Social and Friendly Letters	4	4	-do -	-do -
8	Revision Lessons	4	4	-do -	-do -
	Total 7 items; 2 Revision Lessons	42 Lessons	30 Days	1840 min.	1840 min.

#### 4.2.1.7 *Planning the Appropriate Teaching Strategies for the Instructional Materials*

The teaching programme strategy involved:

##### (a) Preparing Unit and Lesson Plans

It was, in fact, a very challenging task to prepare teaching programme in the form of unit and lesson plans. The investigator studied as well as examined various authentic textbooks, books, news items, journals and school textbooks of various levels of different states on the chosen areas. Some pictures, diagrams, sketches, maps, etc. were also prepared for experimentation. These teaching programmes were actually transformed into daily lessons, each lesson focusing on a particular item or language function.

##### (b) Experts' Opinions

The prepared material was sent to some subject experts inclusive of ELT experts, linguists, teachers who were requested to suggest the ways to organize the material logically and coherently. On the basis of the experts' suggestions and opinions, certain changes were made in the material by adding some new items and rejecting unnecessary items. The whole teaching package was thus modified, revised, organized and presented again.

##### (c) Try-out

After improving and modifying the first draft of the unit plans and material, the investigator tested the teaching programme (one each from a unit) on 20 students of secondary level classes (different from the same) at Sonapat for try-out. It was done in order to remove language ambiguity and difficulties of the teaching packages. The students were asked about the problems they faced while learning the exercises.

In the light of the problems experienced by the students, some corrections and further modifications were done in the teaching plans, exercises, drills and teaching aids, before giving them the final shape.

#### (d) Preparation of the Final Draft

The first draft of the teaching programmes (plans) was revised after the try-out.

The researcher revised and edited the teaching package with the help of some of the experts in the field of ELT.

The teaching materials as well as plans were edited in order to eliminate ambiguities, composition error and to organize and improve the logical sequence of the plans.

Five subject experts for the purpose of composition editing examined the teaching package critically. The continuity and arrangement of the programmes were taken care of and arrangements, instructions and illustrations were thoroughly scrutinized and listed.

All the teaching plans and material were edited in the light of the suggestions given by the students and the experts and were finally organized for use. (Annexures 19 & 20)

### **4.3 Experimental Treatment Strategy**

#### **4.3.1 Introduction**

This section primarily discusses the Procedure and Strategies adopted for conducting the study with the experimental group. The Experimental Group was taught through the communicative language teaching (CLT) process.

Since this was an experimental research study, the experimental method was used. Experimental research provides a

systematic and logical method of answering the question, "if this is done under carefully controlled conditions, what will happen?" Experimenters manipulate certain stimuli, treatments, or environmental conditions and observe how the condition or behaviour of the subjects is affected or changed. Their manipulation is deliberate and systematic.

Best and Khan (1986) believe that although the experimental method finds its greatest utility in the laboratory, it has been effectively applied within non-laboratory settings such as the classroom, where significant factors or variables can be controlled to some degree.

The immediate purpose of experimentation is to predict events in the experimental setting. The ultimate purpose is to generalize the variable relationships so that they may be applied outside the laboratory to a wider population of interest.

The earlier assumptions of experimental research were based upon what is known as the 'Law of the single variable'. Mill (1977) defended this principle, saying that if two situations are alike in every respect, and one element is added to one but not to the other, any difference that develops is the effect of the added element; or if two situations are alike in every respect, and one element is removed from one but not from the other, any difference that develops is the effect of the added element; or if two situations are alike in every respect, and one element is removed from one but not from the other, any difference that develops may be attributed to the subtracted element (Best and Kahn, 1986).

In the light of the above observation, the investigator designed the experimental study, keeping himself constantly aware of the classroom problems, administrative hurdles in selecting the

sample and conducting the actual experiment with the students whose interest, co-operation and participation in and attitudes towards the study were fully taken care of before and during the experimentation.

#### **4.3.2 Nature and Design of the Study**

Being an experimental study, its primary purpose was to develop secondary school learners' Communicative Competence in written English in social context and to compare the efficacy of two teaching approaches in developing communicative competence in the learners.

The experimental method was employed in the classroom conditions. A pre-test – post-test experimental design involved comparison of the teaching approaches in developing learners' Communicative Competence in an experiment on 100 students who were assigned to 2 groups in equal proportion, that is, 50 students in each group, namely Experimental Group (EG) and Controlled Group (CG). The criteria for the experiment were students' achievement scores on the Communicative tests in written English. The experimental group was exposed to the teaching and testing programmes. The following Table describes the design adopted for the present study.

**Table 4.5**  
**Design of the Study**

<b>Experimental Group</b>	<b>Measurement of Achievement on Pre-test</b>	<b>Type of Exposure</b>	<b>Measurement of Achievement on Post-test</b>
EG C.L.T.	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
CG Non-Exposure Group	O <sub>5</sub>	X <sub>2</sub>	O <sub>6</sub>



The two groups of learners EG and CG were exposed to two different learning situations  $X_1$  and  $X_2$  which are defined below:

$X_1$  = the Experimental Group which was taught by the Communicative Language Teaching (CLT); and

$X_2$  = the Control Group which was not given any special treatment, that is, its students well taught in their normal routine classrooms through the conventional method of teaching.

The EG and CG were given pre-tests ( $O_1$  and  $O_5$ ) and post-tests ( $O_2$  and  $O_6$ ). The  $O_1$  and  $O_5$  (pre-tests) were administered to measure their achievement before giving experimental treatments.  $O_2$  and  $O_6$  (post-tests) were given to the learners to measure their achievement after giving experimental treatments. This type of research design helped the investigator to find out comparative efficacy of the teaching approaches (CLT and TLT versus normal classroom teaching).

#### ***4.3.3 Selection of Sample and School***

One hundred students (100) of IX class were randomly selected from the Government Senior Secondary School, Sonapat for experimental treatment organized in the zero periods of the school for 30 days regularly.

#### ***4.3.4 Administration of the Pre-tests***

Having assigned 100 students to two groups, the groups were given different names, i.e. Experiment Group (EG) and Control Group (CG). The investigator gave the learners on the first day an orientation talk in order to acquaint them with the objectives of the experimentation and asked the learners to come prepared the next day to take the pre-test. The pre-tests were administered to the

learners for five days, as there were five tests in number. The pre-tests aimed at testing learners' entry-level behaviour.

Before and while giving the tests to the learners, the investigator asked them not to hesitate in responding to the tests, as they (tests) were not going to affect their examination result in any way. The five tests were administered on five days, first day the PTLAC, second day the RTLAC, third day the PTLAP, fourth day the RTLAP and fifth day the C.T.C.C.

Having administered the pre-tests, the investigator examined students' answer sheets. The EG was asked to come for the experimental treatments whereas the CG was informed of their errors in the pre-tests on the scheduled time and day to check their weaknesses by themselves at their respective homes. This was done in order to find out whether they could do something on their own or with the help of the teacher who was teaching them in the class to improve their test scores as well as weaknesses.

#### ***4.3.5 Timings of the Experimentation***

The experimental treatment was given to the EG in the morning hours (8 a.m. to 9 a.m. and from 7 a.m. to 9 a.m. for 12 days) in the school everyday for 30 days continuously. The concerned teacher taught the control group (CG) simultaneously and independently through conventional method of teaching without any restriction or guidance by the investigator of any kind, either on content or method.

The morning hours were preferred as it was the best time when the students could come to the class fresh and without fatigue. Psychologically, too, the learners felt better to get exposed to something new and reasonably challenging at that time.

All the learners, both boys and girls, came from the town, in which the school was located. Most of the students belonged to the nearby areas, involving hardly 10 minutes walk to the school. It was only in the zero periods of the morning that the classrooms were vacant and could be used for the experimental treatment. There was no external disturbance of any sort.

It was, therefore, an ideal time and place as well to conduct the said experiment. These were some of the vital reasons why the morning hours and zero periods were preferred and used for the study.

#### ***4.3.6 Procedures of Experimental Treatments***

Since there were two groups of the learners, i.e. EG and CG, two different types of treatments were given to the groups. The EG was exposed to the Communicative Language Teaching and the CG was not given any special treatment except the normal teaching they received in their classroom with the traditional method of teaching which is also called conventional method of teaching. The different procedures and exposures used for the EG and CG need also to be described as discussed below.

#### **4.4 The CLT Strategies for the EG**

The CLT strategies adopted for teaching the EG were as follows.

##### ***4.4.1 Orientation of the Learners***

The aim of the experimental sessions for the EG was to provide the students with the opportunities to make use of their knowledge of English in practical Communicative settings and, at the same time, to free the students of the notion that communication is measured solely in terms of linguistic accuracy.

The first meeting with the EG developed into a discussion on questions like what it meant to communicate? "How important is the writing skill in communicating through English in Indian context?" "What are some non-verbal forms of communication?" "How do we evaluate a person's ability to communicate in a foreign language?" "How important are word order, pronunciation and grammar in understanding a non-native speaker of English?"

#### ***4.4.2 Focus on Meaning and Appropriacy***

Each lesson for the EG aimed at developing a particular writing skill in the learners. The experimental procedure for the EG consisted of observation and performance of a variety of communicative acts with particular attention given to the kinetic features of communication.

Emphasis was placed on conveying meaning rather than on linguistic accuracy per se (by itself). The chief purpose was to get the meaning across. The students were urged to use every means at their disposal to understand and, in turn, to make them understood.

English was used first to define the situation so that the students and the instructor would become familiar with the content. The students were free to say what they meant rather than being limited to saying what they actually 'knew how to say'.

#### ***4.4.3 Informal Atmosphere in the Classroom***

An informal atmosphere was maintained throughout the teaching programme for the EG. Students were free to interact with the experimenter and with the student participants.

In the communicative situation, the students were free to define the context and to elicit responses. Emphasis was on real,

meaningful communication rather than activity topics and artificial situation. Attention was focused on the development of the ability in the learners to understand and convey information content.

Almost everything that was done in the EG classroom was done with the communicative intent. The focus of every lesson was on the performance of some operations (Learning how to do something).

#### ***4.4.4 Judicious Use of the L<sub>1</sub> (Mother Tongue)***

Hindi, the mother tongue of the learner was used not only during communicative activities but also in explaining the activities to the students or in assigning homework. The intermittent use of the students' L<sub>1</sub> not only initially but throughout the 30 days' exposure was made to establish a relaxed and informal relationship among the participants. The use of the L<sub>1</sub> was a means to the end, not an end in itself.

#### ***4.4.5 Teacher as a Participant***

The teacher's first role was to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. His second role was to act as an independent participant within the learning-teaching group. He tried to establish situations likely to promote communication. During the activities he acted as an advisor, answering students' questions and monitoring their performance. The teacher often withheld structural correction and postponed it until the activity was over.

The teacher's role was to put up the assumed roles to model the language and to act as someone for the learner to communicate with. He set up the conditions for the students to practise

communicative operations themselves and also situations where information gaps existed and aggravated for the students to bridge the gaps in appropriate ways, with no teacher intervention in these communicative activities.

#### **4.4.6 Errors Tolerated**

Grammar and pronunciation errors were expected and were always ignored when they did not interfere with meaning. The teacher reacted to what was said, not how it was said. Errors were tolerated and seen as a natural outcome of the development of communication skills.

#### **4.4.7 Authentic Materials Used**

The researcher selected and used authentic materials to give the students an opportunity to develop strategies for understanding language as it is actually used by the native speakers. The materials used focused on understandable, relevant and interesting exchanges of information rather than on the presentation of grammatical form. 'Authentic', 'from-life' materials used in the classroom included language-based regalia such as signs, magazines, advertisements, newspapers, graphic and visual sources around which communicative activities were built such as maps, pictures, symbols, graphs and charts.

#### **4.4.8 The CLT Procedure**

The CLT procedure was adopted for teaching the EG. The procedure was as follows.

**Table 4.6**  
**CLT Procedure**

Communicative Task 1	Presentation and Drilling	Communicative Task II
1. ----->	2. ----->	3. ----->

- i) The students were provided with a communicative task and were asked to use whatever languages they had at their disposal to perform the communicative task given to them. Students' errors were not corrected.
- ii) The students were given an opportunity to use the new forms and items and perform the communicative task.

#### **4.5 Communicative Activities Used**

The students were provided with communicative activities such as dialogues, games, role-play, problem-solving tasks, simulation, etc.

##### **4.5.1 Dialogue**

Brief and mini-dialogues were presented. Oral practice was given on each utterance in the dialogue. Emphasis was put on dialogue memorization.

Students were exposed to tape-recorded native speakers' dialogues that were spontaneous and amusing in no way resembling the dry-as-dust, if linguistically accurate, exchanges. Questions in relation to the students' personal experience and centred on the theme (topics and situation) of the dialogue were asked.

##### **4.5.2 Role-Plays**

Communicative exercises required the learners in the EG to actually take part in a communicative act, that is, become involved in an interpersonal and meaningful exchange of information.

The students were asked to act out a situation with the teacher. The remaining students were asked to watch, listen and enjoy the presentation and think what they would say in a similar situation.

The learners were free at all times to ask how to say or write things in English, or, simply to insert the English word rather than stumble or stop talking or writing. Whenever the students felt need for an expression, they would consult the teacher-participant for the same.

The teacher put the students into groups and pairs and asked them to perform the roles in the dialogues and make appropriate substitution. They were made to feel relatively at ease in the communicative settings by telling them that what they said was more important than how they said it. They were given the assurance and composure they needed to be able to make the best use of English they knew.

The basic communicative expression used in the dialogue or one of the structure, was studied and the learners were asked to discover the rules underlying the functional expression of structures.

#### ***4.5.3 Linguistic Forms/Activities***

Since the focus was on real language use, a variety of linguistic forms were presented (to the learners) together. In communicative activities, language functions were emphasized over forms. A variety of forms were presented together for each function. Only the simple forms were presented at first. The language functions were gradually reinforced and more complex forms were introduced and practised.

These activities were used to activate and integrate learners' pre-communicative knowledge and skills, in order to use them for the communication of meanings. The learner was thus engaged in practising the total skill of communication and was expected to increase his skills in starting from an intended meaning and



producing them fluently. The criterion for success was whether or not the meaning was conveyed effectively.

#### ***4.5.4 Simulations***

Simulation technique was also used for exercises and practice. The learners were given a task to perform, or a problem to solve. The background information and the environment of the problem were simulated.

The students in the communicative skills programme were given the opportunities to speak and/or write English in a variety of communicative settings that ranged from 1-2 minute exchanges between a student and the teacher in a current interest.

#### ***4.3.5 Group Discussions***

Group discussions were also conducted and the students were given freedom to express their own ideas and feelings.

#### ***4.5.6 Focus on the CLT Principles***

The communicative language teaching (CLT) methodology was used for the EG. The principles of information – Gap, Jip-Saw, Communicative needs and Functions, Accuracy, Appropriacy, Fluency, Feasibility, Conventionality and Sensitivity to meaning were kept in mind while teaching the EG.

#### ***4.6 Teaching Procedure Used for the EG***

The EG was taught by the researcher himself through the CLT strategies. The EG was given experimental treatment for 30 days and one or two lessons were given everyday. Each lesson was divided into four stages, that is, Introductory stage; Teaching stage; Practice stage; and Testing stage.

#### **4.6.1 Introductory Stage**

- i) The teacher played a tape-recorder and asked the pupils to listen to the rhyme carefully and to say the rhyme with proper beats, stress and intonation.
- ii) The teacher dictated some important words of the lesson in order to refresh the learners' memory and enable them to associate the visual images with the auditory images and flash the known language material to be kept up for the teaching of the new language items.
- iii) Sometimes riddles and puzzles were also used to motivate the learners and to prepare them up for the new lesson.
- iv) The problem/task was presented for the learners to solve it on their own. This was done in order to make the learners feel the need to complete the given task. Pictures, charts, cards, dialogue models, etc. were presented and used for the purpose.
- v) The learners entering behaviour was quickly revised by asking some relevant questions and giving them very small learning tasks.

#### **4.6.2 Teaching Stage**

A tape recorder was played and the students were asked to listen to the dialogue on the tape. Questions were asked on the dialogue. After it, pictures, etc. were displayed and the tape was played. Questions were asked and answers received. Grammatical mistakes were tolerated. (The students were provided with quasi-dialogue, dialogue, role-plays, simulations, group-work and group-discussion. The student's mother tongue was judiciously used). The

important language forms involved in the dialogue were highlighted and focused.

The students were provided with quasi-communicative activities focusing on grammatical accuracy and linguistic forms. Appropriacy and fluency were stressed. Grammatical items were presented situationally and contextually. Socially acceptable language was used and its use was encouraged in the classroom. Students' oral expressions were tape-recorded and played back to them for group-correction and discussion in a healthy way.

#### **4.6.3 Practice Stage**

At this stage of teaching, the new language items and forms involved in the dialogue were practised. Students were given practice through substitution table, dialogue and conversion. Audio-visual teaching aids were extensively used for the purpose. The teacher also participated in the activities as a participant. Communicative tasks were given to the students to perform.

Hypothetical situations were avoided. Instead, real-life situations were created for the use of the real language. Communicative exercises and drills were made use of in order to reinforce and consolidate learners' learning. Students' grammatical errors were tolerated to some extent if their responses were socially appropriate and linguistically feasible. But accuracy was not neglected altogether. It was, in fact, taken care of pedagogically and students' mistakes were removed in such a way that they did not feel that they were being corrected in front of the whole class. Fluency and appropriacy exercises dominated the classroom teaching in the EG because they are pedagogically more stressed in the CLT.

#### **4.6.4 Testing Stage**

The students of the EG were given communicative tasks to perform in the real life situation. Dialogue, role-play, simulation, pair-work were used for testing learners' terminal behaviour. Newspaper cuttings, magazine cut-outs, pictures, sketches, original genuine forms, letters, maps, etc. were given to students and they were asked to perform the communicative tasks with the help of the aids. The test items were situationally and socially conceptualized. For instance:

- i) Complete the letter by writing the description of the person in the photograph given.
- ii) Look at the map. Your friend Mr. X is coming to your hometown first time. You write a letter to him. Give him proper street directions so that he can reach your home easily.
- iii) Write a reply to the letter of your friend given below.
- iv) You cannot go to attend your friend's birthday party at Delhi next week. Your father is badly hurt in a road accident. Send your friend a telegram. The telegram form is given below.

#### **4.7 Using the CLT Procedure for Teaching the Content to the EG**

A few examples follow:

##### **4.7.1 Teaching 'Writing Description': (Places, Persons, Things and Events)**

- i) The teacher himself gave a model description of a photograph of a person.
- ii) Then he played the tape-recorder containing a dialogue between a policeman and a passerby. The passerby described

the appearance of the person who had snatched his watch and purse. The policeman asked him some questions and sought essential information about the thief. Some of the questions were, "How does he look? Is he a tall man? Does he have an oval face? Is his hair black and long? What is he wearing? Does he have moustache?"

- iii) Thereafter the teacher put the whole class into groups and gave one group a photograph of a person and asked the group not to show it to the other group. He asked the other group to seek essential information about the person in the photograph through oral questions like, is it a photograph of a man? Is he short? Is he handsome? Does he have spectacles on his nose?
- iv) After this, the teacher gave the learners some quasi-communication drills in the form of dialogues, for instance,
  - A: "Your teacher is fairly tall, isn't he?
  - B: Yeas, he is.
  - A: And he wears spectacles?
  - B: Oh, Yes."
- v) The teacher made use of language games. He showed four photographs of some famous persons to the learners. He put the pictures on the wall of the classroom and asked the learners to describe one of the four pictures and asked the learners to say which or whose pictures he had just described.
- vi) The teacher put the whole class into four groups and gave small pictures to each group. He asked a group to describe any picture. The other group was asked to select and show the picture described. Both the groups were asked to write

the description themselves. Students' oral expression was tape-recorded.

- vii) The teacher presented a situation before the class and displayed a photograph of a film hero and asked the class to write his description. The teacher checked students' class work and gave suggestions for improvement.
- viii) A picture of a film hero was displayed and some questions were asked on the picture, for instance, the name of the person, his height, his dress, colour and size of hair dress, body, eyes, etc.
- ix) A chart containing both questions and answers was shown to the class. The students were asked to look at the picture and then select a question from the table in the chart and ask that question to his/her partner who too was asked to select the appropriate answers from the table containing the answers and reply to the questions his/her partner had asked. This was a quasi-communicative activity.
- x) Another picture of a film hero was shown to the students who were put into four groups. Each group was asked to ask some questions on the picture to the other group which was also instructed to reply to the questions.
- xi) Two boys were asked to come in front of the class. Both the boys were shown four pictures of heroes. These pictures were given to one of the two boys who was asked to reply to the questions which would be asked by his partner. The partner was supposed to ask questions on the pictures which he had already seen.

- xii) Lastly, the teacher gave each student a photograph of a person and asked him or her to write the description of the person in his or her own words. It was learners' Home-Assignment.

Similarly, other lessons on description of persons were given. Pictures and tables containing questions and answers on the persons were displayed simultaneously. Some examples of the assignment were as follows:

1. Complete the letter by writing the description of the persons in the photograph which is given below.
2. Write a letter to your friend describing the person in the given photograph.
3. Describe the picture provided of a hero/heroine.

Lessons on the description of places, things and actions/events were given in the same manner. Some of the tasks, for instance, were as follows:

1. Complete the letter to your friend by describing the photograph of the camera which is given below. You bought this camera last week.
2. Complete the letter to your father giving the description of the place in the picture provided.
3. Suppose you are sitting at the sea beach and writing a letter to your mother describing the event and actions of the people in the photograph, which is given below. Complete the letter provided.
4. Suppose you are Raju staying at a hotel in Madras. You can see the main market from the balcony of your room. Describe

the events and the actions of the people in the market.  
Complete the following letter to your friend.

5. Describe the picture of a place provided.

xiii) Students' home work was checked the following day.

#### **4.7.2 Teaching 'Writing Street Directions'**

- i) After initial warm-up through rhymes, riddles, puzzles and brisk-direction, the teacher quickly revised the students' previous knowledge by asking them some general questions.
- ii) Then the students were asked to raise-up their left hand and say, "This is my left hand". They were then asked to raise-up their right hand say, "This is my right hand".
- iii) A city map was displayed and the students were asked some questions like the ones which follow:
  1. "You are at circle number one. You want to go to railway station. How will you go there?"
  2. Suppose your friend wants to go to the railway station. How will you direct him?"

Students were asked to reply to the questions in whatever language they had.

- iv) A tape-recorder dialogue was played. The dialogue was between two unknown persons, one asking directions and the other giving directions.
- v) This was followed by some quasi-communicative exercises including phrases like "Please go to ...., You come to ....., Reach ...., Cross ...., Pass ...., You won't miss it, First, After that, Then, Thereafter, Finally," etc.



- vi) Two students were asked to come before the class and direct each other (one by one) to reach certain places in the map. This was a sort of role-play. The teacher himself participated in the activity and games. There was complete freedom to the students to say whatever they had decided to say. The students were motivated to speak as much in English as they could. Dialogue cards were also used. The students' dialogue were tape-recorded and corrected.
- vii) The mother tongue of the students was used only occasionally and a few lexical items, which did not fall, in the store of learners' previous knowledge, were translated. Care was taken that only the contextual meaning was provided. Such kind of new words were frequently used in different sentences and contexts.
- viii) The whole class was put into four groups of learners. Each group was given a picture and questions were asked to them. They were asked to direct one of their friends to reach a particular place.
- ix) The following types of exercises were given to the students for their evaluation and home assignment.
  - 1. A foreigner in the town wants directions to the 'Railway station'.
  - 2. Directions to the post office, bus station, airport, city library, university, commissioner's office, etc.
- x) Students' homework was checked the following day.

#### **4.7.3 Teaching 'Writing Instructions'**

Lessons on instructions were given to the learners in order to enable them to give instructions and to perform a particular task

like putting out fire, making tea, paper-boat, etc. Imperatives were also taught.

- i) The teacher displayed pictures showing an activity being performed. The tape-recorder containing instructions were played. The tape-recorded instructions were in a dialogue form.
- ii) A chart containing quasi-communication exercises was displayed. It contained sentences with the phrases like "First of all, firstly, secondly, then, after that, thereafter, and finally, lastly". Tables with such exercises were contextually and structurally practiced.
- iii) An activity was performed by the investigator-teacher with the help of a student who was given instructions to do the activity.
- iv) The students were put into two groups. One group was asked to seek information like, what should I do first? What next? etc. and the other group was asked to impart necessary relevant information.
- v) Pairs of students were formed and more practice was done in the lesson.
- vi) The students were given dialogue-cards containing questions and answers. The students were assigned roles to play. One student was asked to play the role of an instructor and to give instructions to his partner to perform the task.
- vii) The students were asked to write instructions and give them to their friends. Students' work was carefully checked.
- viii) Pictures were distributed among the students who were asked to write instructions according to the given picture. It was their Home Assignment.

#### **4.7.4 Teaching 'Writing Invitations'**

Students were enabled to write formal as well as social invitations and reply to the invitations.

- i) The teacher showed a real invitation card to the class and asked them what it was and what it was about? They were asked to explore the meaning it was conveying and the lexical and structural items it contained.
- ii) A chart containing different types of invitation-cards was displayed and the students were asked general questions.
- iii) A table containing sentences used for invitation to school function, wedding, breakfast, lunch, dinner, feast, party, etc. was displayed. Another table containing questions and answers was also shown.
- iv) The students were put into two groups, one group was to select a sentence inviting the other group to a particular function, the other group was asked to give appropriate reply to the first group by selecting a sentence from the table containing answers. The table contained phrases and sentences like, "I am pleased to invite you to ... you are invited to, you are cordially invited to ..., I am happy to accept your invitation to ... It gives me great pleasure in ....., I regret to inform you ....., I am extremely sorry to inform you ....., Due to previous engagement I am unable to ....., etc.
- v) Pairs of students were formed and some more quasi-communication drills followed by communication exercises; role-play and simulations were given. The pairs were asked to invite other pairs.

- vi) The students were given small card-sheets to write invitations. The class work was checked and students were provided with necessary suggestions.
- vii) The students were given more card sheets and asked to write invitations as well as their reply at home.
- viii) Their home-assignment was checked the following day.

#### **4.7.5 Teaching 'Writing Telegrams'**

The students were taught telegram writing in order to enable them to communicate maximum message in minimum words and to reply to the telegram received.

- i) A tape-recorder containing a dialogue between two persons talking about a telegram received by one of them was played. Questions were asked from the learners regarding the message in the telegram.
- ii) Then some real telegrams (received from the post office on request) were shown to the students.
- iii) A table containing some telegraphic messages was displayed. The teacher selected a message in a full sentence. A comparison was made between the telegraphic message and the full sentence containing the same message. Students were asked to show words, which were missing in the telegraphic message. The important words were underlined and highlighted.
- iv) A table containing words generally used in telegraphic message was contextually presented. There were words like come soon, seriously ill, arrive died, pleased, fixed, congratulations, result out, passed, book tickets, next week, etc.

- v) Some meaningful classroom situations were created and students did communicative exercises on telegram writing.
- vi) The class was put into two groups and each group was asked to write and send telegram on a particular topic or theme to the other group and reply to the telegram they received.
- vii) Pairs of students were formed and they were asked to write telegram regarding accident, operation, examination result, relative's death, awards, illness, sickness, etc.
- viii) The students were provided with actual telegram forms and were asked to write their message in the telegram form. Students' work was duly supervised.
- ix) The students were asked to write a telegram on a particular topic and reply to it. This was their home-assignment that was checked on the following day.

#### **4.7.6 Teaching 'Writing Greetings and Good Wishes'**

- i) The teacher displayed some printed Greeting Cards and asked the students to see them carefully.
- ii) The teacher did read out the messages on the cards.
- iii) A picture of greeting cards with a message was shown to the students.
- iv) Some greeting cards on a particular theme (birthday, etc.) were distributed among the learners who were asked to say the message, the greetings and good wishes the cards contained. Questions were asked and students' responses were written on the blackboard.
- v) A table containing different types of greetings and good wishes for examinations, Dipawali, Id, Wedding, X-mas, New Year, etc. was displayed.

- vi) The students were provided with quasi-communication and communication activities. A variety of linguistic forms were made available to the learners who were contextually trained to select appropriate expression and communicate the message.
- vii) The class was put into two groups: group 'A' was asked to send a greeting card to group 'B' which was also asked to send a reply to the greeting card they had received. Their work was supervised and the answers were discussed with the groups.
- viii) Pairs of students were formed and were asked to write greetings and good wishes on a given topic and exchange their cards with the other pairs.
- ix) Real greeting cards without message were made available to the learners who were asked to write greetings and good wishes on a given topic. This was their class work that was checked then and there.
- x) The students were given colourful card sheets and asked to prepare a greeting card and write greetings and good wishes on a given topic to their close friends and/or relatives. This was their home-assignment that was checked the following day.

#### **4.7.7 Teaching 'Writing Social and Friendly Letters'**

The students were taught to write social and friendly letters and were enabled to impart and seek information and reply to the letters received. They were given exercises to express agreement, disagreement, advice, suggestions, pleasure, sorrow, unhappiness, regret, etc. The students were enabled to describe persons, places,

things and events in the photographs provided, direct and instruct and invite someone, send greetings and good wishes to someone through letters to friends and relatives.

- i) A real letter was displayed to the students.
- ii) The letter on a big card-sheet was also displayed.
- iii) A tape-recorder containing a dialogue between two persons was played. One of the persons in the dialogue was reading out the letter.
- iv) The teacher asked questions like what kind of letter is it? Is it a friendly letter? or a social letter? Who wrote the letter? Whom did he write it to? Why did he write it? How does he address the person? What does he want to convey? What is his message? What does he want you to do? How does he end the letter? What does he write at the end? How does he subscribe the letter? etc.
- v) Different tables containing exercises on different forms of address, subscriptions, heading, etc. were displayed.
- vi) A table containing some important (structures) expressions was displayed. Quasi-communication and communication exercises were given for drill and practice. Some of the expressions were as follows:
  1. I wish I could .....
  2. I would like you to .....
  3. Could you please ....
  4. Would you please.....
  5. Why don't you ....?
  6. I would advise you to ....

7. You had better .....
  8. I would like to .....
  9. I agree/disagree with you.....
  10. It would be nice if you could
- vii) An incomplete letter was displayed on a roll up blackboard with broken lines. The students were asked to fill in the blanks with appropriate words, phrases and expressions.
  - viii) The class was put into ten groups. Each group contained five students who were asked to write a letter to their fellow-participants on a given topic. The other group was asked to reply to the letter they received.
  - ix) Each student was given a Photostat copy of a letter to a friend. The students were asked to write a reply to the letter in the classroom. This was their class work that was collected and checked.
  - x) The teacher provided each student with another letter. The students were asked to write the reply to the letter at their home. This was students' homework that was checked the following day.

#### **4.8 Revision of the Lessons**

At the end of 30 days' teaching programme, the EG was given revision lessons to consolidate the learners' classroom problems and to prepare them for the post-tests. Each group was given revision lessons for two days.

#### **4.9 The Administration of the Post-Tests**

The EV and CG were given the post-tests after the experimentation period. Since there were five tests, a test was



given a day. The "Productive tests" were followed by the "Receptive tests". Finally, the CTCC was administered. The CG that was not given any special treatment after the administration of the pre-tests was also given the post-tests together with the EG.

#### **4.10 Students' Communicative Needs and Teachers' Teaching Strategies**

##### **4.10.1 Needs Analysis**

###### *4.10.1.1 Introduction*

This chapter has been divided into two parts, viz., part 'A' and part 'B'. The part 'A' deals with the analysis and interpretation of the secondary school teachers' communicative needs, and the part 'B' discusses the analysis and interpretation of the secondary school English teacher teaching strategies.

It is worthwhile to mention here that both the types of tools (questionnaires and interview schedule) were diagnostic in nature, in fact, were a means to the end and not an end in themselves.

Finding out secondary school learners' needs and teachers' teaching strategies was the secondary objective of the present study.

The communicative needs, which were analysed and selected, were used for preparing the instructional materials. And the teaching strategies that were analysed and were selected were used for teaching the EG. The following pages contain analysis and interpretation of the data.

###### *4.10.1.2 Steps of the Data Analysis: (Communicative Needs)*

The following steps were taken to analyze and interpret the data:

**Step 1:** The solved questionnaires were coded starting from number 1 to 30.

- Step 2: Since there were four closed type questions, categories, four separate tabulation sheets having different columns and rows were prepared.
- Step 3: The three-point-scale used in the questionnaires was also given numerical values in the following ways and the teachers' and students' responses were evaluated accordingly.

**Table 4.7**  
**Scoring Scheme**

Response		Numerical Values
A	Always	3 marks
B	Sometimes	2 marks
C	Never	1 mark

- Step 4: The data were classified according to the questions. It may be mentioned here that since the questionnaires for students contained different question-items in the mixed form, they (items) were classified as 'present' and 'future' needs, while analyzing and comparing the data with the data gathered through the questionnaire for teachers. The teachers' questionnaires contained question items under separate columns having titles (captions) like 'Present Needs' and 'Future Needs'. The questions in the students' questionnaire were situationally contextualized and were asked indirectly.
- Step 5: The next step was to total the scores. The scores were put in a numerical descending order and were arranged in ranks beginning from the highest to the lowest scores.

Step 6: Correlation between the scores of the teachers and students was found out by using the Spearman's Rank Difference Method. (Annexure 25(4))

As the Spearman's Method is considered to be very much suitable and appropriate for a small group having thirty or less than thirty subjects (members), it was used. In the present study thirty (30) teachers and thirty (30) students were given the questionnaires. Therefore, the Spearman's Rank Difference Method was considered more suitable.

Step 7: The tabulated data were fed into computer to find out correlation between the scores of the students and the teachers.

Step 8: Percentage was also found out and calculated of those questions/items which elicited responses either in 'Yes' or 'No'.

#### *4.10.1.3 Correlation between Teachers' and Student's Scores*

Correlations between Teachers' and Students' scores on students' present and future communicative needs and favourite topics for writing are as follows:

**Table 4.8**  
**Correlation between Teachers' and Students' Scores**  
**Regarding Needs**

S.No.	Items	N	D <sup>2</sup>	P
1	Students' present Communicative Needs	12	144.5	.49
2	Students' future Communicative Needs	13	56	.85
3	Students' Favourite Topics for writing	22	863.75	.51

(See for calculations Annexure 21 – A, B, C)

Less than 50% teachers and students were of the opinion that writing puzzles, jokes, notes, notices, forms, slogans, quotations, items for school magazines, addresses on letters were the students' present communicative needs in written English.

Likewise the data regarding students' future communicative needs were analysed and interpreted.

#### 4.10.1.4 Students' Future Communicative Needs

**Table 4.9**  
**Teachers' and Students' Views about Students' Future Communicative Needs in Written English**

S.No	Items (Future Needs) Writing the Following	Percentage	
		Teachers	Students
1	Leave Application	65	70
2	Friendly letter	74	83
3*	Social Letter	69	71
4*	Invitations	70	76
5*	Greetings	73	80
6	Letters of Complaint	60	68
7*	Telegrams	80	85
8	Proforma	60	63
9	Letters to Editors	62	63
10	Orders	59	61
11	Stories	44	53
12*	Directions	56	64
13*	Instructions	58	61
14	Reports	61	59
15	Announcement	69	55
16	Daily Diary	60	71
17	Addresses on Letters	65	80
18	Curriculum vitae (c.v.)	63	66
19	Study Notes	80	75

Applications, Social Letters, Letters of complaint, Filling up proforma, Letters to editors, Reports, Written Announcement, Daily Diary, Address on Letters and Curriculum vitae (Bio-data) are students' future communicative needs in written English. More than 70% teachers' and students' think that writing of friendly letters, invitations, greetings and good wishes, telegrams and job-application are students' future communicative needs.

It is also clear from the Table that students' and teachers' opinion have high correlation in respect of students' future communicative needs. Both teachers and students held the view that the items mentioned in the Table were students' future communicative needs in social contexts.

#### *4.10.1.5 Students' Favourite Topics for Writing*

**Table 4.10**  
**Teachers' and Students' Views on the Topics Students would Like to Write**

S.No	Items (Future Needs) Writing on the Following	Percentage	
		Teachers	Students
1	School	56	63
2	Sports	65	70
3	Friends	69	80
4	Relatives	61	69
5	Hobbies	60	65
6	Village/City	71	68
7	Picnic	55	65
8	Travel	74	78
9	Public Places	70	75
10	Vacation	59	77
11	Favourite book	72	80

12	Favourite teacher	50	59
13	Favourite game	67	81
14	Favourite film	75	80
15	Favourite player	64	79
16	Favourite writer	51	60
17	Favourite hero	70	80
18	Favourite heroin	79	83
19	Favourite TV/Radio programme	78	84
20	Favourite festival	76	82
21	Favourite leader	52	60
22	Events	73	78

#### *4.10.1.6 Analysis and Interpretation (Topics for Writing)*

It is disclosed through the Table that over 75% students would like to write on the following topics: Travel, Events, Public Places, Favourite book and Film Hero and Heroine, Festival and TV/Radio programme. 65% students would like to write on the topics like school, picnic, vacation, favourite teachers, writer and leader. The Table also reveals the fact that students are interested in writing on the topics like Travel, Events, Public places, Favourite book, Film, Hero, Heroine, Festival and TV programmes.

Comparison of the above results with the English course books prescribed by the Secondary Board of Education, Haryana makes it abundantly clear that there is a wide gap between what students want to learn and what teachers actually teach them. Keeping in mind these facts it may be concluded that the students' communicative needs in written English have not been taken care of so far.

#### *4.10.1.7 Criteria of Selection of (Communicative Needs) Items for Teaching (Experimentation)*

The questionnaires for secondary school teachers were diagnostic in nature and were, in fact, administered to the subjects to find out learners' communicative needs. The needs, which were found out and analysed and interpreted were further crystallized and keeping in mind the following criteria only a few needs were selected and the remaining ones were rejected for teaching:

1. Social relevance of the need.
2. Social relevance of the items.
3. Correlation between students and teachers' views.
4. Rank Difference found out through the Spearman's method.
5. Percentage of teachers' and students' favouring needs and topics of writing.
6. Limitation of time and resources for the experimental treatments.
7. Research objectives
8. Non-availability and non-occurrence of the items in the English textbooks prescribed for the secondary schools by the Board of Secondary Education, Haryana.

#### *4.10.1.8 Selection of Communicative Needs for the Experiment*

1. Telegrams
2. Social and Friendly letters
3. Directions
4. Greetings and Good wishes
5. Invitations

The following Table deals with the items selected for the experiment.

**Table 4.11**  
**(Needs) Items Selected for the Experiment**

S.No.	Items (Needs)	Teachers and Students	Percentage (%)	
		Rank Difference	Teachers	Students
1	Telegrams	1	80	85
2	Directions	3	56	64
3	Invitations	4	70	76
4	Greetings and Good Wishes	5	73	80
5	Social & Friendly Letters	5	69	71

(Annexure 21A, B)

The above Table makes it clear that the items selected had less rank difference and both the teachers and the students favoured the items to a great extent.

Two other items were added to the above list which are: (i) Description of place, persons, things and events; and (ii) Instructions. Description was selected because the results discussed above reveal that the students were interested in writing about places, persons, things and events.

Instructions were also added to the list. Initially Instructions were considered a part of Directions but later on, keeping in mind the pedagogical reasons and reality, it was decided to teach Instructions as a separate item (Need).

Thus, the final list contained seven items, which are as follows:



1. Social and Friendly letters
2. Telegrams
3. Directions
4. Invitations
5. Greetings and Good Wishes
6. Descriptions of place, persons, things and events.

#### 4.10.1.9 Selection of Topics for Writing

The selection of the topics for writing was also done by keeping in view the criteria to above points. The following Table presents the essential data.

**Table 4.12**  
**Topics for Writing**

S.No.	Items (Needs)	Teachers and Students	Percentage (%)	
		Rank Difference	Teachers	Students
1	Events	1.5	73	78
2	Films	0	75	80
3	Hero	1.5	78	80
4	Heroine	4	79	83
5	Sports	.5	65	70
6	Public place	1.5	70	75

(Annexure 21 - C)

The above Table makes it clear tat the topics selected for teaching had less rank difference, much social relevance and were favoured both by teachers and students.

#### **4.10.2 Part B (Teaching Strategies Analysis)**

##### *4.10.2.1 Analysis and Interpretation of the Data Regarding Teacher Teaching Strategies*

A structured interview schedule was prepared and administered to 25 secondary school English Teachers in order to find out their teaching strategies, which were used in teaching the CG through the TLT/conventional method.

##### *4.10.2.2. Steps of Data Analysis (Teaching Strategies)*

The following steps were taken to analyze and interpret the data regarding secondary school English Teaching strategies.

- Step 1: Short hand notes were taken from the tape-recorded data and were transcribed.
- Step 2: Code numbers beginning from 1 to 30 were given to the teachers who were interviewed.
- Step 3: The tape-recorded interviews were evaluated, checked, judged and assessed by five expert teachers in English (ELT), educational research experts and statisticians. This was done to maintain objectivity, reliability and validity of the responses.
- Step 4: A large-sized response sheet was prepared having different columns for different questions and relevant information gathered through the interviews was recorded on it for objective-analysis.
- Step 5: The information gathered was further crystallized and put into five groups for analysis and interpretation.
- Step 6: Percentage was calculated of each test-item.
- Step 7: The information was presented through five tables containing percentage of teachers favouring,

disfavouring, accepting, rejecting and using or not using the particular item (of course, teaching strategies).

#### 4.10.2.3 *Teaching Approaches Method, Techniques and Devices being Used by Teachers*

The following Table presents the data regarding secondary school English teachers teaching strategies including approaches, methods, techniques and devices.

**Table 4.13**  
**Teachers Using Teaching Approaches, Methods and Techniques**

<b>S.No.</b>	<b>Teaching Approaches, Methods and Techniques</b>	<b>% of Teachers</b>
1	Structural Approach	26
2	Situational Approach	30
3	Communicative Approach	0
4	Grammar Translation Method	93
5	Translation Method	100*
6	Direct Method	0
7	Bilingual Method	0
8	Demonstrations	13
9	Discussions	13
10	Question-Anwsers	50
11	Model Writing	26
12	Creating Situations	30
13	Parallel Writing	16
14	Explanation (Rules)	100*

#### 4.10.2.4 *Analysis and Interpretation*

The above Table makes it crystal clear that 100% teachers use the Translation Method and Explanation of rules. 97% teachers make use of the grammar-translation method, 50% teachers use

question-answer techniques while 40% teachers use the Direct Method. 30% teachers reveal the fact that they use the situational approach and create situations for teaching English.

26% teachers use the Structural Approach and Model Writing. Less than 16% teachers use parallel writing. 13% teachers make use of the Demonstration technique. It is noteworthy that not a single teacher was found to be using the Bilingual Method and the Communicative Approach.

It can, therefore, be concluded that most of the English teachers still use the Translation method and Explanation of grammatical rules for teaching writing in English at the secondary school level.

#### 4.10.2.5 Teaching Objectives

The following Table deals with the data regarding the teachers stressing language objectives and skills.

**Table 4.14**  
**Teachers Stressing Language-Objective and Skills**

S.No.	Language Objectives and Skills	% of Teachers
1	Legibility	86
2	Production of correct sentences	100*
3	Production of correct spellings	100*
4	Grammatical Accuracy	100*
5	Guided Composition	50
6	Explaining content (subject matter)	86
7	Teaching Structures and lexis	80
8	Using authentic (ready-made) text-material	100*
9	Maintaining formal atmosphere	100*
10	Organization of ideas	93
11	Using correct punctuation marks	97
12	Making students pass examinations	90

#### 4.10.2.6 Analysis and Interpretation

It is revealed through the above Table that 100% teachers' objective is to make the students produce correct sentences and spellings. These teachers prefer to use authentic, that is, ready made, text materials, and maintain formal atmosphere in their classrooms and stress grammatical accuracy. Over 90% teachers emphasise the importance of making the students pass the examination, organize their ideas in writing and use correct punctuation marks. More than 80% teachers favour legible writing. Only 50% teachers favour teaching guided composition.

Conclusively, it can be said that most of the teachers stress on grammatical accuracy, teaching structural and lexical items and maintaining formal atmosphere in the classroom.

Likewise, the other data were analysed and interpreted and results are as follows:

#### 4.10.2.7 Classroom Learning Exercises

The following Table deals with classroom learning exercises being used by teachers at the secondary school level.

**Table 4.15**  
**Teachers Using Classroom-Learning Exercise**

S.No.	Learning Exercise	% of Teachers
1	Structural Exercise	100*
2	Translation Exercise	100*
3	Accuracy Exercise	100*
4	Communicative Exercise	0*
5	Lexical Exercises	60
6	Spelling Exercises	86
7	Oral-Drills	20

8	Individual Drills	26
9	Group Drills	16
10	Choral Drills	50
11	Dialogues	13
12	Role Play	6
13	Simulations	6
14	Class Assignments	76
15	Home Assignments	97

#### *4.10.2.8 Analysis and Interpretation*

The given Table reveals the facts that 100% teachers use Structural, Translation and Accuracy Exercises while 86% use Spelling Exercises. More than 76% teachers give class and home assignments. The Table makes it clear that over 50% teachers favour giving choral drills and lexical Exercises. More than 16% teachers use group, oral and individual drills.

Only 6% teachers take care of Role-play and simulation exercises and 13% teachers use dialogues when teaching written English.

In conclusion, it may be said that most of the teachers stress on the Translation, Structural and Accuracy Exercises and that they are not acquainted with the communicative exercises.

#### *4.10.2.9 Teachers' Role in Classrooms*

The data regarding teachers role in the classroom were also analysed and interpreted, results of which are as follows:

**Table 4.16**  
**Teachers Role in Classroom**

<b>S.No.</b>	<b>Teachers' Role</b>	<b>% of Teachers</b>
1	An instructor	100*
2	A guide	66
3	A participant	67
4	Teacher more active than learners	97
5	Explaining rules and points	100*
6	Giving grammatical exercises	90
7	Correcting class and homework	100*

#### *4.10.2.10 Analysis and Interpretation*

The Table makes it clear that 100% teachers hold the view that they play the role of an instructor and explain grammatical rules and points and correct students class and home assignments. More than 90% teachers are of the opinion that they are more active than their learners in the classrooms and give grammatical exercise. Only 67% teachers play the role of a participant in their classroom while teaching English.

Conclusively, it may be said that most teaching is teacher-oriented and the teacher is more active in the classroom and more particular about grammatical rules and exercises.

#### *4.10.2.11 Teachers Using Teaching Aids*

The data regarding the teachers using teaching aids were also analysed and interpreted, conclusions of which are as follows:

**Table 4.17**  
**Teachers Using Teaching Aids**

<b>S.No.</b>	<b>Teachers Using Teaching Aids</b>	<b>% of Teachers</b>
1	Classroom Aids	100*
2	Audio Aids (Tape-recorded, etc.)	0*
3	Visual Aids (TV, video, etc.)	0*
4	Pictures	13
5	Charts	6
6	Cards (pair and group)	6
7	Cut outs from magazines	0*
8	Models	9
9	Actions	20
10	Regalia (real things, etc.)	3
11	Gesture, etc.	13

#### *410.2.12 Analysis and Interpretation*

The Table reveals the facts that 100% teachers prefer to use classroom aids. Only 20% teachers use Actions in their classrooms while teaching. Only 13% teachers use pictures and Gestures. Only 6% teachers use charts, pair and group cards.

Notably, that not a single teacher was found to be using Audio-visual Aids (TV, Video, etc.), Regalia and Cut-outs from Magazines. Only 9% teachers use models while teaching English to secondary school classes.



## **CHAPTER –V**

### **DEVELOPMENT OF COMMUNICATIVE COMPETENCE: ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **5.1 Introduction**

The primary purpose of this study was to compare development of communication competence in written English between the two groups of learners, assigned the Experimental Group (EG) and the Controlled Group (CG) respectively. The EG was given experimental treatments through the Communicative Language Teaching (CLT) approach but the CG was not given any special treatment except the regular normal classroom exposure in their classes which is generally in the Traditional Language Teaching (TLT) or can be called as conventional method of teaching.

Five tests of communicative competence viz., (i) Receptive Test of Linguistic Accuracy (RTLAC), (ii) Productive Test of Linguistic Accuracy (PTLAC), (iii) Receptive Test of Linguistic Appropriacy (RTLAP), (iv) Productive Test of Linguistic Appropriacy (PTLAP) and (v) Comprehensive Test of Communicative Competence (CTCC) were administered to the two groups of learners before and after the experimental treatment.

This analysis of data pertains to the development of communicative competence in the learners of the two groups exposed to two different types of teaching-learning situations, that is, the experimental situation for the experimental group and the normal classroom situation for the controlled group. Its aims were:

- i) To analyze and interpret the calculated 't' values between all the pre and post-test means of the two groups, EG and CG (as per formula given in Annexure 25);

- ii) To interpret the results of 't' values used for finding out the effect of the two experimental treatments on the improvement of achievement scores on the seven items of the content areas of the CTCC which include writing Description, Directions, Instructions, Telegrams and Social and Friendly Letters (Please refer to Annexure 25);
- iii) To interpret the post-test means difference of the two groups on the CTCC; and
- iv) To test the hypothesis that there is no significant difference in the attainment scores on communicative competence test between the scholars exposed to two different types of learning situations, viz., EG and CG.

## 5.2 Interpretation of the 't' Values between all the Pre and Post-Test Scores

### (a) Overall Test Performance

The 't' values between all the pre and post-test scores means of the EG and CG were calculated in order to find out the effect of the experimental treatments given to the two groups. The following Table presents the 't' values on the scores.

**Table 5.1**  
**'t' Value between all the Pre and Post Scores Means**  
**of the EG and CG**

S.No.	Test	't' Values (EG)	't' Values (CG)
1	RTLAC	10.95 (S)	1.55 (NS)
2	PTLAC	10.82 (S)	5.99 (NS)
3	RTLAP	17.91 (S)	5.07 (S)
4	PTLAP	15.08 (S)	6.05 (S)
5	CTCC	21.4 (S)	2.32 (S) (.05)
6	Total Score	28.3 (S)	5.21 (S)

*S = Significant    NS = Not Significant    (Anexures 22-24)*

*Level of Significance*

*Df 40 at .05 level = 2.02*

*Df 40 at .01 level = 2.71*

### **5.2.1 Interpretation**

The above Table shows that the 't' values between the pre and post-tests scores (means) of the EG are *statistically significant* because the calculated values (for EG) 10.95, 10.82, 17.91, 15.08, 21.24 and 28.32 are higher than the table values of 't' which are 2.02 and 2.71 at .05 levels respectively on the five tests of communicative competence as well as on the total pre and post-test scores.

The 't' values between 3 pre and post-tests of the CG on PTLAC; RTLAP and 3 PTLAP are 5.99, 5.07 and 6.05 which are also significant at .05 and .01 level of Table values. The 't' value between the total pre and post-tests scores of the CG 5.21 which is also *significant at both the levels of table values*.

The 't' value between the pre and post RTLAC of the CG is 1.55 which is less than the table values of 2.02 and 2.71 at .05 and .01 levels of significance, which shows that the CG did not improve its post-test scores on the RTLAC significantly. The 't' value between the pre and post CTCC of the CG is 2.32 which is insignificant at .01 level of significance (2.71 at .01 level) but is *significant at .05 level* of significance (2.02 at .05 level).

### **5.2.2 Conclusion**

Since the 't' values between the pre and post-test scores of the EG were found to be statistically significant at .01 levels of significance, we can draw the conclusion that *the experimental treatments given to the EG did develop secondary school learners' ability to be grammatically accurate (RTLAP and PTLAP) as well as communicatively competent (CTCC) in written English in social context*.

The 't' values between the three pre and post-test scores of the CG significance, it may be concluded that *the CG*, which was not given any special treatment *also improved its position in the area of productive accuracy (PTLAC)*, and receptive as well as productive appropriacy (RTLAP, PTLAP), but this group did not improve its position *in the area of receptive accuracy (RTLAC) and comprehensive test of communicative competence (CTCC)*.

The development of communicative competence in the learners of the EG might be owing to the experimental treatments given to them through the CLT approach. Other statistical devices used in the study as given hereafter will further confirm it.

**5.2.2.1 Item No. 1(Questions 1-4) of the CTCC (Description of Events, Places, Things and Persons)**

**(b) Item-wise Test Performance**

The investigator applied the critical test of difference between the means of the groups by using 't'. The following Table contains the calculations.

**Table 5.2**  
**Calculations for Critical Difference (CD) by Using 't'**  
**(Description: CTCC)**

<b>Df</b>	<b>Level of Significance</b>	<b>Table Value of 't' x <math>SE_d</math></b>	<b>CD</b>
117	.05	1.98 x 0.59	1.17
	.01	2.62 x 0.59	1.54

The above Table indicates that the critical difference is 1.17 and 1.54 at .05 level and .01 levels of significance. This critical difference has been compared with the post-test means difference of the 2 groups. The following Table makes the post-test means difference clear between the 2 groups (EG and CG).

**Table 5.3**  
**Post-Test Means difference between the EG and CG**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	11.56 – 5.41	6.15

Since the post-test mean of the EG is 11.56 which is more than the post-test CG (5.41), therefore, it may be concluded that the EG, which was taught through the CLT, *comparatively performed better in the area of writing description of events, places, things and persons in English.*

The post-test mean of the EG (11.56) being more than that of the CG (5.41) shows that *the performance of the EG ws better than that of the CG.*

#### 5.2.2.2 Greetings and Good Wishes

The critical test of difference was applied by using 't'. The following Table presents the calculations.

**Table 5.4**  
**Critical Difference by Using 't' (Greetings and Good Wishes, CTCC)**

Df	Level of Significance	Table Value of 't' x $SE_d$	CD
117	.05	1.98 x 0.12	.24
	.01	2.62 x 0.12	.31

The above Table indicates that the critical difference is .24 and .31 at .05 and .01 levels of significance respectively. This critical difference has been compared with the post-test means difference between the two groups. The following Table contains the post-test means difference between the two groups (EG, CG).

**Table 5.5**  
**Post-Test Means difference between the EG and CG**  
**(Description, CTCC)**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	1.64 – 0.53	1.11

The post-test mean of the EG is 1.64 which is higher than that of the CG (or 0.53). Therefore, it may be concluded that *the EG taught through the CLT performed comparatively better in the area of writing greetings and good wishes.*

The above interpretation helps the investigator draw the conclusion that the *experimental treatments might be the influencing factors in improving significantly the post-test scores of the EG in the area of the writing greetings and good wishes.*

#### 5.2.2.3 Writing Instructions

To make it clear which group performed better, the investigator calculated the critical difference by employing 't'. The following Table deals with the critical difference discovered by using 't'.

**Table 5.6**  
**Critical Difference by Using 't' (Instructions, CTCC)**

df	Level of Significance	Table Value of 't' x $SE_d$	CD
117	.05	1.98 x 0.20	.40
	.01	2.62 x 0.20	.52

The above Table indicate that the critical difference is .40 and .52 at .05 and .01 levels of significance respectively. This critical

difference has been compared with the post-test mean difference which is given in the following Table.

**Table 5.7**  
**Post-Test Means difference (Instructions, CTCC)**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	2.63	1.93

The above Table shows that the post-test means difference is 1.93 and 0.74 respectively, which is statistically higher than the critical difference (.40 and .52) at .05 and .01 levels of significance.

The post-test mean of the EG-1 is 2.63, which is the *highest* in the two groups. Therefore, it may be concluded that *the EG which was taught through the CLT, performed better than the CG that was taught by the Traditional method in the area of writing instructions in English.*

#### 5.2.2.4 Writing Invitations

The investigator calculated the critical difference by using 't'. The following Table contains the calculations.

**Table 5.8**  
**Critical Difference by Using 't' (Invitations, CTCC)**

df	Level of Significance	Table Value of 't' x $SE_d$	CD
117	.05	$1.98 \times 0.12$	.24
	.01	$2.62 \times 0.12$	.31

The above Table shows that the critical difference is .24 and .31 at .05 and .01 levels of significance respectively. This critical

difference has been used to interpret the post-test means difference which is presented in the following Table.

**Table 5.9**  
**Post-Test Means difference (Description, CTCC)**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	1.64 – 0.36	1.28

The post-test mean of the EG is 1.64, which is higher than that of the CG. Therefore, it may be concluded that the EG, which was taught through the CLT, *performed better in the area of writing invitations*. The investigator calculated critical difference by using 't'.

#### 5.2.2.5 Writing Letters

The following Table contains the calculations.

**Table 5.10**  
**Critical Difference by Using 't' (Letters, CTCC)**

df	Level of Significance	Table Value of 't' x $SE_d$	CD
117	.05	1.98 x 0.37	.73
	.01	2.62 x 0.37	.97

The above Table shows that the critical difference is .73 and .97 at .05 and .01 levels of significance respectively. This critical difference has been used here to interpret the post-test means difference which is presented in the following Table.

**Table 5.11**  
**Post-Test Means difference (Letters, CTCC)**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	4.80 – 1.28	3.52



The analysis makes it clear that there is a *significant difference* between the post-test means of the EG and CG because this 'means difference' is higher than the critical difference at .05 levels of significance. It means the *EG performed significantly better in comparison to the performance of the CG in writing letters.*

The post-test mean of the EG-1 (4.80) is higher than that of the cg (1.28). Since the post-test mean of the EG is 4.80 which is highest of the two groups, it may be concluded that *comparatively the EG which was taught by CLT performed better than CG in the area of writing social and friendly letters.*

#### 5.2.2.6 Writing Directions CTCC

The following Table contains the calculations for the critical difference calculated by using 't'.

**Table 5.12**  
**Critical Difference by Using 't' (Directions, CTCC)**

df	Level of Significance	Table Value of 't' x $SE_d$	CD
117	.05	1.98 x 0.20	.40
	.01	2.62 x 0.20	.52

The above Table shows that the critical difference is .40 and .52 at .05 and .01 levels of significance respectively. This critical difference has been used here to interpret the post-test means difference which is presented in the following Table.

**Table 5.13**  
**Post-Test Means difference (Directions, CTCC)**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	3.04 - 0.91	2.13

The post-test means difference between the EG and CG is 2.13. Since the post-test mean of the EG- is 3.04, which is the highest of the two groups, it may be concluded that the *performance of the EG which was taught by the CLT, was better in the area of writing directions in English.*

#### 5.2.2.7 Writing Telegrams CTCC

The following Table presents the calculations for the critical difference.

**Table 5.14**  
**Critical Difference by Using 't' (Telegrams, CTCC)**

df	Level of Significance	Table Value of 't' x $SE_d$	CD
117	.05	1.98 x 0.19	.38
	.01	2.62 x 0.19	.50

The above Table shows that the critical difference is .38 and .50 at .05 and .01 levels of significance respectively. This critical difference has been used here to interpret the post-test means difference presented in the following Table.

**Table 5.15**  
**Post-Test Means difference (Telegrams, CTCC)**

S.No.	Groups	Post-Test Means	Means Difference
1	EG-CG	2.81 – 0.74	2.07

The post-test means difference between the EG and CG is 2.07 which is higher.

Since the post-test mean of the EG is 2.81, which is highest, it may be concluded that the *performance of the EG, which was taught through the CLT, was better.*

### 5.3 Main Findings

Both the groups of the learners were given pre- and post-test of communicative competence. The data were analysed by employing 't' test. The following are the main findings.

#### **5.3.1 Findings based on the 't' Values**

The 't' values between all the pre and post-tests scores of the two groups were calculated in order to find out the effect of the experimental treatments given to the two groups. The following are the main conclusions.

- i) The 't' values between all the pre and post-tests scores (please refer to Table 5.1) of the groups, viz., *EG is statistically significant* at .05 and .01 levels of significance.

Therefore, it is concluded that the experimental treatments given to the EG through the CLT developed learners ability to be grammatically accurate, appropriate as well as communicatively competent in written English in social context.

- ii) The 't' values between 3 pre and post-tests viz., (1) PTLAC, (2) RTLAP, (3) PTLAP and total pre and post-test scores of the CG are also statistically significant at .05 and .01 levels of significance.

Therefore, it may be concluded that the CG, that was not given any special experimental treatment, also improved in the area of productive accuracy and receptive as well as productive appropriacy.

#### **5.3.2 Findings based on the Critical Difference and Post-Tests Means Difference (CTCC)**

The critical difference and post-test means difference was calculated in order to find out the group which performed best in

the 7 areas of the CTCC. The following Table presents the main findings.

**Table 5.16**  
**Post-Test Means Difference**

<b>S.No.</b>	<b>Area/Group</b>	<b>EG&amp; CG</b>	<b>Levels of Significance</b>	
1	Descriptions	6,15	1.17	1.54
2	Greetings	1.11	.24	.31
3	Instructions	1.93	.40	.52
4	Invitations	1.28	.24	.31
5	Letters	3.52	.73	.97
6	Directions	2.13	.40	.52
7	Telegrams	2.07	.38	.50

The above Table shows that:

- i) the post-tests means difference between the two groups were higher than the critical difference at .05 and .01 level of significance in the 5 areas of writing, viz., descriptions, instructions, invitations, directions and telegrams;
- ii) the post-test means differences between the EG and CG were higher than the critical difference in the two areas of writing, viz., greetings and good wishes, and letters;
- iii) the post-test means difference between the EG and CG is less than the critical difference at both the levels of significance in the area of writing greetings and good wishes;
- iv) the post-test means difference between the EG and CG is non-significant at .01 level in the area of writing social and friendly letters.

Further, the post-test means were compared in order to find out the group that performed best in the different areas of the CTCC. The following Table presents the post-test means of the two groups in the 7 areas of the CTCC.

**Table 5.17**  
**Post-test Means (CTCC) of the 3 Groups**

S.No.	Areas	EG	CG
1	Descriptions	11.56	5.41
2	Greetings	1.64	0.53
3	Instructions	2.63	0.73
4	Invitations	1.64	0.36
5	Letters	4.80	1.28
6	Directions	3.04	0.91
7	Telegrams	2.81	0.74

The above Table helps to conclude the following:

- i) The post-test means of the EG-1 (11.56, 1.64, 2.63, 1.64, 4.80, 3.04 and 2.81) are higher than that of the CG in all the areas including descriptions, greetings and good wishes, instructions, invitations, letters, directions and telegrams.

Therefore, it may be concluded *that the EG, which was taught through the CLT, performed better in the 7 areas of the CTCC.*

- ii) The post-test means of the CG (5.41, 0.53, 0.73, 0.36, 1.28, 0.91 and 0.74) were less than that of the EG. It means the CG, which was not given experimental treatment, did not improve its post-tests means significantly in comparison to the EG.

## 5.4 Testing of Hypothesis and Conclusions

One of the hypotheses of the present study is that there is no significant difference in the attainment scores on Communicative Competence Test between the scholars exposed to the two different types of learning situations, viz., EG and CG.

The analysis and interpretations of the data have indicated that: (i) the 't' values between all the pre and post-tests scores of the two groups are statistically significant at .05 and .01 levels of significance; and (ii) there is a significant post-test means difference between the two groups, viz., EG and CG.

Therefore, on the basis of the findings, *the above mentioned hypothesis is summarily rejected and it is concluded that there is a significant difference in the attainment scores on Communicative Competence Tests between the scholars exposed to the two different types of learning situations, viz., EC and CG.*

Thus, in terms of Null hypotheses, the major findings on CCTC may be presented in a tabular form

Ho	Statement of Ho	Rejected	Retained	Remarks
Ho <sub>1</sub>	There is no significant difference in the <i>attainment</i> scores on written English communicative competence of students exposed to the development model and students taught through the traditional approach.			
Ho <sub>2</sub>	There is no significant difference in the <i>efficacy</i> of the development model and the traditional approach for developing communicative competence in written English.			

**Overview:** It may be stated that the students who were taught by the CLT approach did score significantly higher than the students who were not given any special experimental treatment. Therefore, it can be concluded that the CLT approach, involved in the experiments, led to significant performance of the EG.

## **CHAPTER – VI**

### **SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

Language is essentially a tool for communication. The prime need of most of the learners is not a theoretical or analytical knowledge of target language. It is for an ability to understand and be understood.

It is argued that our existing English Language Teaching approaches have made the learners structurally competent but the learners generally remain deficient in the use of the language and are unable to perform simple communicative tasks like imparting and seeking personal information, describing where they live; or inquiring and making statements about their possession' expressing likes and dislikes; requesting others to do something and expressing agreement and disagreement.

Even after several years of formal English language teaching, students are not able to write telegrams, invitations, greetings and good wishes, directions, instructions, job applications, letters of complaints, etc. which are our primary social communicative needs.

Students fail to communicate what they really want to do, not because they lack ideas, thoughts and feelings, but because their communicative needs have not been taken care of and students have not been taught so far, how and when these communicative tasks are performed.

The recent concept of communicative language teaching (CLT) has brought about a revolution of thoughts and ideas. The

proponents of the CLT theory claim that the CLT aims at developing learners' communicative competence.

Such kinds of contrastive arguments of linguists, pedagogues and ELT specialists in the country made the researcher query on the factors that promote the learners communicative competence, that is, whether:

- i) The traditional language teaching and the communicative language teaching approaches help develop it;
- ii) Linguistic competence helps do so;
- iii) A lot of exposure to the English grammar can do it;
- iv) It can be developed through writing; and also similar other questions like -----
- v) What are our learners' communicative needs, and our teachers' teaching strategies? And especially,
- vi) Which teaching approach (TLT or CLT) is more efficacious and effective in developing learners' communicative competence in writing?

These were some of the puzzling questions with which the investigator was obsessed. Therefore, it was considered important to discover whether communicative competence in written English among secondary school learners could be developed. This questions led him to define the main problem as follows.

## **6.2 Statement of the Problem**

"Developing communicative competence in written English among Senior Secondary School Learners of Haryana" (An Eperimental Study).



### **6.3. Objectives of the Study**

- i) To develop secondary school students' communicative competence in written English.
- ii) To find out secondary school students' communicative needs in social contexts that motivate them to communicate through written English.
- iii) To develop new strategies for developing secondary school students' communicative competence in written English.
- iv) To study the comparative efficacy of the two learning approaches (traditional and communicative) for developing communicative competence in written English.

### **6.4 Specific Null Hypotheses**

- i) There is no significant difference in the attainment scores on communicative competence tests between the scholars exposed to two different types of learning situations, viz., EG and CG.
- ii) There is no significant difference in the efficacy of the traditional and communicative approach for developing communicative competence in written English.

### **6.5 Tools for Data Collection**

The investigator constructed two types of tools for data collection.

#### ***A) Diagnostic Tests:***

- i) A questionnaire for secondary school students.
- ii) A questionnaire for secondary school teachers of English
- iii) A structured interview schedule for secondary school teachers of English.

### ***B) Pre and Post-communicative Competence Tests:***

The diagnostic tests were constructed in order to find out secondary school learners' communicative needs in written English and secondary school teachers' teaching strategies.

The communicative competence tests were divided into five parts, each part testing an area of communicative competence, namely:

- i) A Receptive Test of Linguistic Accuracy (RTLAC)
- ii) A Productive Test of Linguistic Accuracy (PTLAC)
- iii) A Receptive Test of Linguistic Appropriacy (RTLAC)
- iv) A Productive Test of Linguistic Appropriacy (PTLAC); and
- v) A Comparative Test of Communicative Competence (CTCC)

The tools were made valid, reliable and were standardized by finding out their validity, reliability by using Spearman Brown formula and Split-half Method.

### **6.6 Preparation of Instructional Material**

The investigator himself prepared the instructional material to conduct the experiment for the study. The instructional material was designed and prepared on the basis of the students' communicative needs that were spelt out through the diagnostic tests. The material was prepared on the basis of the following areas of written communication:

- i) Writing description of person, places, things, and events
- ii) Writing instruction
- iii) Writing directions
- iv) Writing telegrams

- v) Writing greeting and good wishes
- vi) Writing invitation, and
- vii) Writing social and friendly letters.

The following steps were taken for construction of the instructional material:

- i) Selection of the content to be taught
- ii) Writing assumptions about learners' Entering and Terminal behaviour
- iii) Writing unit plans
- iv) Writing lessons
- v) Editing the unit and lesson plans
- vi) Empirical try-out
- vii) Administration of the materials.

## **6.7 Sample**

In the present study, 100 students of 9<sup>th</sup> class of a sub-urban secondary school were randomly selected and were assigned to two groups, EG and CG, each group having 50 students including boys and girls.

30 teachers of English who were teaching English in government secondary schools in Sonapat district in Haryana state were randomly selected and were given questionnaires and were interviewed in order to find out students communicative needs and teachers' teaching strategies.

## **6.8 Design of the Study**

The investigator used two research methods in this study, that is, Normative Survey Method and Experimental Method.

- i) *The Normative Survey Method* was used for collecting data regarding secondary school learners' communicative needs in the seven areas of written English identified in the study stated above under par 6.6 and secondary school teachers' teaching strategies.
- ii) *The Experimental Method*, a pre-test, post-test research design was used to investigate the problem and to conduct the experiment with 100 Senior Secondary School learners who were assigned to two groups, EG and CG; each group having 50 students.

Both the groups were given pre and post-tests. The EG group was given experiment treatment for 30 days through CLT. The CG was not given any special experimental treatment but was given pre and post-tests.

#### **6.8.1 Control Variables**

The extraneous variables such as teacher-competence, enthusiasm, subjects' age and their socio-economic level and academic ability and the intervening variables including motivation, anxiety, fatigue, interest, etc. were controlled for reasonably valid and reliable experimentation and results.

#### **6.9 Procedure of Experimental Treatment**

The EG was exposed to CLT for 30 days with the same tests and teaching material, except the teaching method.

##### **6.9.1 Treatment to EG**

The EG was taught by using the communicative approach. The learners were given quasi-communication drills, communication tasks, role play, simulation, dialogues, group work, activity-based tasks focusing on grammatical accuracy, appropriacy and fluency.

### **6.9.2 Treatment to CG**

The Control Group was not given any experimental treatment. The study also attempted to find out whether the CG improved upon its pre-test scores without getting exposed to experimental treatment that is, whether the normal classroom teaching also contributed in any way to improve test scores.

### **6.10 Delimitation of the Study**

The present study was delimited to the following dimensions:

- i) Out of the four language skills (Listening, Speaking, Reading and Writing), the present study was delimited to Writing skills only.
- ii) Only the 9<sup>th</sup> class learners of secondary school were involved in the study.
- iii) The study was restricted to the schools of Sonapat district only.
- iv) Seven items of the communication needs spelt out were taken care of through experimental treatments given to 100 students, put into two groups (EG and CG) in equal number, each group having 50 students.
- v) The study was confined to the development of communicative competence in written English.
- vi) Communicative Language Teaching (CLT) and Traditional Language Teaching (TLT) programmes were used for the study.
- vii) The study was delimited to learners' communicative needs in social context in written English.
- viii) Only a 30-day exposure was given to the experimental group.

### **6.11 Data Analysis**

The pre and post-test scores of the two groups were analysed by using the following statistical techniques:

- i) Paired – 't' test
- ii) 't' test for uncorrelated means
- iii) 'F' test
- iv) Mean
- v) Standard Deviation
- vi) Correlation
- vii) Critical test of difference by use of 't'
- viii) Percentage

### **6.12 Summary of the Results**

The summary of the results of the present study is given under the following heads:

- i) Communicative needs of the secondary school learners;
- ii) Teaching strategies being used by teachers;
- iii) Development of communicative competence in written English;
- iv) Comparative efficacy of two approaches;
- v) Testing of Hypotheses.

#### **6.12.1 Communicative Needs of the Learners**

Secondary school learners' present and future communicative needs in written English were found out through the questionnaires (diagnostic tests) given to the learners and their teachers.

#### *6.12.1.1 Learners Present Communicative Needs*

- 50% teachers as well as students held that writing stories (with an outline), paragraphs, summaries, answers to textbook questions, essays were secondary school teachers' present communicative needs in written English.
- Less than 50% teachers and students felt that writing puzzles, jokes, study-notes, slogans, quotations and items for school (wall) magazines were also the learners' present communicative needs in written English.

#### *6.12.1.2 Learners' Future Communicative Needs*

- 60% teachers and students believed that writing Leave Application, Social Letters, Letters of Complaint, Letters to Editors, Reports, Written Announcements, Daily Diary and Curriculum Vitae (CV) were the students' future communicative needs in written English.
- 70% teachers and students expressed that writing Invitation, Greetings and Good Wishes, Telegrams, Friendly letters, Job Applications, Directions, Instructions and Description of Persons, Places, Things and Events were also teachers' future communicative needs in written English.

#### *6.12.1.3 Favourite Topics for Writing*

- 70% teachers and students expressed that students were interested in writing about Travel, Public Places and Favourite Books (films, heroes, heroines, festivals, TV/radio programmes.)
- 65% teachers and students believed that students were also interested in writing about School, Picnic, Vacations and Favourite Teacher, Writer and Leader.

### **6.12.2 Secondary School English Teachers' Teaching Strategies**

Secondary school teachers teaching English adopted the following strategies:

#### *6.12.2.1 Teaching Approaches, Methods and Techniques*

- 100% teachers used the Translation method and Explanation technique while teaching English to secondary classes.
- 97% teachers used the Grammar-Translation method in teaching English in their classes.
- Not a single teacher was acquainted with the CLT.

#### *6.12.2.2 Teaching Objectives*

- 100% teachers' objective of teaching English was to make students pass examinations, produce grammatically correct sentences and write correct spellings and to maintain formal atmosphere in the classrooms and to stress grammatical accuracy while teaching English.
- 70% teachers stressed on structural and lexical items and on explaining the content to be taught.

#### *6.12.2.3 Learning Exercises*

- 100% teachers used the Structural, Translation and Accuracy Exercises in their classrooms.
- 76% teachers gave Spelling Exercises in Classroom and Home Assignments.
- 50% teachers made use of Chorus Drills and Lexical Exercises.

#### *6.12.2.4 Teachers' Role in Classrooms*

- 100% teachers held that their role in classroom was that of an Instructor who explains rules, corrects grammatical errors and checks class and home assignments.



- 90% teachers expressed that they were more active than their learners in the classrooms and busy in grammatical accuracy exercises.

#### *6.12.2.5 Use of Teaching Aids*

- 100% teachers used classroom aids.
- 20% teachers used Actions, etc. to put across the learners the underlying meaning and concept of structural and lexical items.
- 13% teachers used picture and gestures while teaching English.
- Less than 10% teachers used Charts, Real objects and Cards.

### **6.12.3 Main Findings**

The following were the main findings of the study in stratified terms:

#### *6.12.3.1 Development of Communicative Competence in Written English*

- The 't' values between all the pre and post-test scores of the two groups were found to be statistically significant at .05 and .01 level of significance.
- There was found to be a significant post-test means difference between the two groups, viz., EG and CG.

#### *6.12.3.2 Comparative Efficacy of the CLT and TLT Approaches in Developing Communicative Competence*

- The post-test means of the EG were higher than that of CG in all the areas, except the RTLAC.
- The 't' values between the pre and post-test means of the CG were higher than the table values of 't' at .01 and .05 levels of

significance in the test areas of PTLAC, RTLAC, PTLAC and Total Test Scores.

- The 't' value between the pre and post-test means of the CG was less than the tables value of 't' at .01 and .05 levels of significance in the test areas of RTLAC (Receptive Test of Accuracy).

#### *6.12.3.3 Findings in General Terms*

Since the 't' values between the pre and post-test scores of the EG were found to be statistically significant at .01 levels of significance, the conclusion is that the experimental treatments given to the EG did develop secondary school learners' ability to be grammatically accurate (RTLAP and PTLAP) as well as communicatively competent (CTCC) in written English in social context.

The 't' values between the three pre and post-test scores of the CG significance, it may be concluded that the CG, which was not given any special treatment also improved its position in the area of productive accuracy (PTLAC), and receptive as well as productive appropriacy (RTLAP, PTLAP), but this group did not improve its position in the area of receptive accuracy (RTLAC) and comprehensive test of communicative competence (CTCC).

The development of communicative competence in the learners of the EG might be owing to the experimental treatments given to them through the CLT approach. Other statistical devices further confirm it.

#### **6.12.4 Testing of the Null Hypotheses**

- On the basis of the results regarding the development of communicative competence in written English, it may be

concluded that the students who were taught by the CLT (Communicative Language Teaching) approach did score significantly higher than the students who were not given any special experimental treatment.

Therefore, the findings prove the comparative efficacy of the CLT approaches in developing communicative competence in written English in social context.

Therefore, the null hypothesis that there is no significant difference in the efficacy of the CLT approach in developing communicative competence in written English in social context is rejected.

The significant difference in the performance of the EG may hence be due to the CLT (Communicative Language Teaching) approach used for experimentation. In other words, the CLT clearly leaves a better impact on the learning and teaching English in the classroom than the traditional method.

### **6.13 Educational Implications**

In the present study, an attempt was made to compare the two language-teaching approaches (CLT and TLT). This study may be termed as a significant attempt in the direction of the ELT in the sense that its results and findings would be quite useful for course-designers, teachers, paper-setters, examiners, the SCERT (State Council of Educational Research and Training) as well as the Board of Secondary Education, Haryana. The following educational implications may be derived from the main findings of the study:

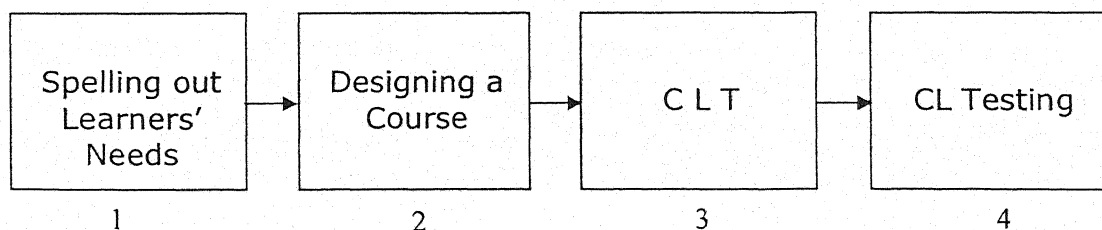
- i) With the help of diagnostic testing, teachers may find out learners' communicative needs in English in social contexts and design courses accordingly.

- ii) The study has revealed that spelling out learners' communicative needs and then providing instructions to the learners can help them maintain and increase their interest in learning English.
- iii) CLT approach helps in bringing about a significant change in the achievement scores of the learners.
- iv) The study supports the theory of the linguists that communicative competence involves linguistic competence.
- v) The presentation of the language in life-like and social context helps the learners in leaning linguistic appropriacy.
- vi) A lot of exposure to the 'real' language (The language people generally use in real life) helps the learners to be linguistically accurate, socially appropriate and communicatively competent.
- vii) The study brings to the light the TLT approach is more instrumental in developing in the learners the ability to produce grammatically correct sentence.
- viii) The study also shows that the CLT is more effective in developing the skill of producing socially appropriate expressions in the learners.
- ix) Informal atmosphere helps facilitate learning in classroom.
- x) The learners are linguistically more receptive and productive when their teacher also plays the role of a participant in the language learning tasks.
- xi) It is also brought out that the use of role-play, group work, group discussion, basic dialogues, conversations also helps the learners. Role-cards, magazines, clippings and

newspapers stimulate their interest in learning to communicate.

- xii) The study proves that if teachers teach learners by the CLT, it helps the learners learn written English in social contexts. (The learners who were not exposed to any kind of special experimental treatment did learn something either on their own or in the normal classroom, but this learning is not significant in comparison to the learners achievement scores in the experimental treatment groups).
- xiii) Too many grammatical corrections hamper the pace of learning language and discourage the learners to come out with verbal expressions, fluently.
- xiv) The study suggests that pre-service as well as in-service teachers should be oriented with the CLT technique and be encouraged to use the language in social context.
- xv) It is suggested further that functions of language items should be focused and practiced in social context.
- xvi) On the basis of the above educational implications of the present study, the following model of language teaching is proposed.

### **Proposed Model of Teaching**



The model suggests that learners' communicative needs should be spelt out first. Then course should be framed and designed on the basis of the learners needs. The syllabus should be presented to the learners through the CLT. The learners' terminal behaviour should be tested through communicative testing.

#### **6.14 Recommendations for Further Research**

The study made an effort to develop secondary school learners' communicative competence and to compare the efficacy of the CLT approach in developing learners' communicative competence in written English in social context.

The results of the study bring out and suggest further investigations as follows:

##### ***A. Replication Studies***

- To find out learners' communicative needs in spoken (as well as written) English.
- To develop communicative competence in spoken English in social context.
- To replicate the present study to a larger sample (population) of students in other states and/or at national level and with different types of learners.
- To find out the comparative efficacy of the TLT and CLT in developing linguistic competence in spoken and written English.
- Replications of the study may be done with different samples and at different grade levels.
- Similar study can be conducted with English medium school learners including boys and girls.
- A study like this can also be done with the girls only in rural and urban areas separately.
- A study like this can be done with tribal learners of English.

### ***B. Newspapers Intervention Studies***

- Newspaper Analysis for classroom teaching-learning purposes – communicative competencies.
- Preparation of Newspaper-based classroom lesson plans for teaching syllabus topics on skill development, reading, writing, listening and speaking.
- Preparation and use of newspaper based topical scrap books for communicative language learning – arranging intra-school as well as inter-school competitions to boost interactive expression – spoken as well as written.

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## A Questionnaire for Secondary School Learners

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

School \_\_\_\_\_ Age \_\_\_\_\_

Mother Tongue \_\_\_\_\_

Please answer the following questions. Put a tick (✓) mark in the appropriate box or column

S.No.	Questions (Situation)	Always	Some-times	Never
<b>Q.1</b>				
A.	Suppose you are suffering from fever and cannot go to school. Would you like to write a 'Leave Application' to your school Principal, in English?			
B.	Some students of your class always snub you in the classroom. Would you like to write your 'Complaint' in English?			
C.	Suppose one of your friends lives in Delhi. Would you like to write his 'Address' on the letter, in English?			
D.	Your school Principal has asked you to write a daily account of what you do everyday in your 'daily diary'. Would you like to write it, in English?			
K.	Suppose you are reading an English Newspaper. You find the quality of some news disgraceful. Would you like to write a 'Letter to .....The editor, in English? .....			

S.No.	Questions (Situation)	Always	Some-times	Never
L.	Suppose you see an Advertisement for a part-time 'LIC AGENT' vacancy in a newspaper. Would you like to write your 'Job Application' in English? .....			
M.	Suppose you are the house captain of your house in your school. You want to hold meetings of your house for inter-house debate competition. Would you like to write the 'Notice', in English?			
N.	Suppose SCERT changes syllabus of your class. Would you like to write to SCERT for providing you detail of the syllabus change and availability of the books in English?			
O.	Suppose you become the Principal of your school. Would you like to write 'Office Orders and Notices', in English? .....			
<b>Q.2</b>	How many times do you have to write the following things in English?			
1	Notices			
2	Paragraphs			
3	Essays			
4	Answers to the textbooks questions			
5	Stories			
6	Summary			
7	Study Notes			
8	Thought for the Day			
9	News (On the school news Bulletin Board)			
10	Curriculum Vitae			

S.No.	Questions (Situation)	Always	Some-times	Never
11	Fill up Admission Forms, etc.			
12	Dialogues/Conversation, etc.			
13	Slogans			
14	Puzzles/Riddles			
15	Jokes			
<b>Q.3</b>	Besides these things, what else would you like to write in English?			
1				
2				
3				
4				
5				
<b>Q.4</b>	Which form of written communication that you have written above, do you use most? Please arrange your choice in an order and indicate frequency.			
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

S.No.	Questions (Situation)	Always	Some-times	Never
<b>Q.5</b>	Would you like to write about the following Topics/Subjects in English?			
1	Village/City			
2	Relatives			
3	Friends			
4	Games			
5	Hobbies			
6	School			
7	Garden			
8	Picnic			
9	Travel			
10	Vacation			
11	Favourite Experiences			
A	Teachers			
B	Book			
C	Films			
D	Heroine			
E	Hero			
F	T.V. Programme			
G	Festival			
H	Political and Social Leaders			
I	Player			
<b>Q. 6</b>	What other subjects/topics would you like to write about, in English?			
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

## ANNEXURE – 3

### A Questionnaire for Secondary School Teachers of English

1. Name of Teacher : \_\_\_\_\_
2. Age : \_\_\_\_\_
3. Educational Qualification: \_\_\_\_\_
4. Professional Qualification: \_\_\_\_\_
5. Teaching Experience (English Classes):

S.No.	Level	Years (teaching experience)
1	Primary School	
2	Upper Primary School	
3	Secondary School	
4	Higher Secondary School	
5	Senior Higher Sec. School	
6	Any other level	

6. Name of the school \_\_\_\_\_
7. Classes that you are teaching at present: \_\_\_\_\_
8. Please answer the following Questions. Put a (√) marks in the appropriate box/Column.

S.No.	Item	Always	Some-times	Never	Is it a Future Need	
					Yes	No
1	Do your students want to write the following in English					
i)	Leave Application					
ii)	Friendly Letters					
iii)	Letters of complaint					

S.No.	Item	Always	Some-times	Never	Is it a Future Need	
					Yes	No
iv)	Stories					
v)	Paragraph					
vi)	Summary					
vii)	Answer to the questions					
viii)	Notices					
ix)	Name and addresses					
x)	Invitations					
xi)	Greetings					
xii)	Telegraphic messages					
xiii)	News items for school bulleting board					
xiv)	Written Announcements					
2	What else do you think our students would like to write in English?					
xv)						
xvi)						
xvii)						
xviii)						
xix)						
3	Please see the question numbers 1 and 2. Write them in order of their preference keeping in view the need and use of these forms of written communication for your students presently in the social context					
1						
2						
3						
4						



S.No.	Item	Always	Some-times	Never	Is it a Future Need	
					Yes	No
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
4	Do you think your students will need to write the following in English in future?					
i)	Telegrams					
ii)	Daily diaries writing					
iii)	Written Announcements					
iv)	Articles for magazine and newspapers (English)					
v)	Letters to editors (English Newspapers)					
vi)	Job Applications					
vii)	Notices (Meetings, office, etc.					
viii)	Orders (office, etc.)					
ix)	Invitations					
x)	Slogans					

S.No.	Item	Always	Some-times	Never	Is it a Future Need	
					Yes	No
xi)	Jokes, puzzles, etc.					
xii)	Minutes (of meetings, etc.)					
xiii)	Messages (Telephonic)					
xiv)	Dialogues					
xv)	Stories (creative writing)					
xvi)	Poems (creative writing)					
xvii)	Filling up forms and proforma					
xix)	Instructions (written)					
xx)	Reports					
xxi)	Study notes					
5	What else do you think your students may need to write in English in future (Please also indicate frequencies)					
i)						
ii)						
iii)						
iv)						
v)						
vi)						
vii)						
viii)						
6	Given below are some topics on which students may wish to write. How often students write on these? Please first tick (✓) the topics in the first column (below) and then indicate the frequencies in the other columns).					
i)	Hobbies					

S.No.	Item	Always	Some-times	Never	Is it a Future Need	
					Yes	No
ii)	Sports					
iii)	Picnic					
iv)	Relatives					
v)	School					
vi)	City/Village					
vii)	Friends					
ix)	Events (Accident, etc.)					
x)	Public places					
xi)	Travel					
xii)	Favourite					
a)	Teacher					
b)	Book					
c)	Game					
d)	Movie (film)					
e)	Player					
f)	Writer					
g)	Heroine					
h)	Hero					
i)	Social or Political Leader					
j)	Programme (TV & Radio)					
k)	Festival					
7	Besides these topics, on which other topics do your students write or want to write in English at present?					
i)						
ii)						
iii)						

S.No.	Item	Always	Some-times	Never	Is it a Future Need	
					Yes	No
iv)						
v)						
vi)						
vii)						
viii)						
ix)						
x)						

## Interview Schedule for Secondary School Teachers of English (Semi-Structured)

-----  
Name of the School:

Name of the Teacher:

Educational Qualifications:

Total Teaching Experience:  
-----

1. What are your '**objectives**' of teaching English to secondary school students?
2. What is your '**method**' of teaching "Written English"?
3. What is the **teaching aid** that you use to teach written composition?
4. Do you distinguish between guided and controlled composition? If "yes", how?
5. How do you teach '**paragraph writing**'?
6. How do you **correct** students' **written composition**?
7. What guidelines would you like to give to your students for developing writing skill?
8. How do you teach **telegram writing**?
9. How do you teach "**Letter writing**"?
10. How do you **score composition**?
11. How do you teach '**Picture composition**'?
12. How do you **correct** written **home assignments**? How mistakes can be minimized?

13. How do you teach **language items** such as spelling, words and structures, etc.?
14. How would you teach '**Descriptive writing**' of places, persons, things, and events to your students if you are asked to?
15. How would you teach '**Writing Instructions**' to your students if you are asked to?
16. How would you teach '**Writing Greetings**' and '**Good Wishes**'?
17. How would you teach '**Writing Directions**' to your students?
18. What suggestions would you like to give to develop writing skill to your students as well as to your new colleagues?
19. How can letter writing be impressive?
20. How would you start teaching written composition if you are provided with **good teaching** aids and other **facilities**?

## ANNEXURE – 5

### Acceptance or Rejection of Items Of RTLAC on the Basis of Discrimination Power Index and Difficulty Value

Item No.	RTLAC		Selection	Rejection	Modified/ Retained
	Discrimination Power Index	Difficulty X Value			
1	0.45	60%	Selected	--	--
2	0.66	30%	Selected	--	--
3	0.47	70%	Selected	--	--
4	0.85	40%	--	--	Retained
5	0.46	20%	--	--	Retained
6	0.48	40%	Selected	--	--
7	0.25	40%	--	--	Retained
8	0.45	40%	Selected	--	--
9	0.65	50%	Selected	--	--
10	0.48	50%	Selected	--	--
11	0.67	50%	Selected	--	--
12	0.44	50%	Selected	--	--
13	0.63	60%	Selected	--	--
14	0.43	50%	Selected	--	--
15	0.66	80%	--	--	Retained
16	0.67	50%	Selected	--	--
17	0.47	40%	Selected	--	--
18	0.46	40%	Selected	--	--
19	0.24	10%	--	Rejected	--
20	0.68	30%	Selected	--	--
21	0.48	40%	Selected	--	--
22	0.61	60%	Selected	--	--

23	0.43	60%	Selected	--	--
24	0.23	10%	--	Rejected	--
25	0.44	40%	Selected	--	--
26	0.81	40%	--	--	Retained
27	0.63	60%	Selected	--	--
28	0.42	70%	Selected	--	--
29	0.48	80%	--	--	Retained
30	0.65	30%	Selected	--	--
31	0.47	40%	Selected	--	--
32	0.64	30%	Selected	--	--
33	0.49	40%	Selected	--	--
34	0.62	50%	Selected	--	--
35	0.46	40%	Selected	--	--
36	0.67	50%	Selected	--	--
37	0.22	20%	--	Rejected	--
38	0.45	30%	Selected	--	Retained
39	0.69	20%	--	--	--
40	0.48	50%	Selected	--	--
41	0.62	70%	Selected	--	--
42	0.45	60%	Selected	--	--
43	0.24	60%	--	--	Retained



### Acceptance or Rejection of Items of PTLAC on the Basis of Discrimination Power Index and Difficulty Value

Item No.	PTLAC		Selection	Rejection	Modified/ Retained
	Discrimination Power Index	Difficulty X Value			
1	0.62	70%	Selected	--	--
2	0.44	40%	Selected	--	--
3	0.83	60%	--	--	Retained
4	0.44	40%	Selected	--	--
5	0.65	30%	Selected	--	--
6	0.67	50%	Selected	--	--
7	0.26	30%	--	--	Retained
8	0.61	30%	Selected	--	--
9	0.69	30%	Selected	--	--
10	0.66	40%	Selected	--	--
11	0.45	70%	Selected	--	--
12	0.43	50%	Selected	--	--
13	0.84	60%	--	--	Retained
14	0.46	60%	Selected	--	--
15	0.49	70%	Selected	--	--
16	0.27	40%	--	--	Retained
17	0.47	40%	Selected	--	--
18	0.49	30%	Selected	--	--
19	0.22	10%	--	Rejected	--
20	0.43	40%	Selected	--	--
21	0.47	40%	Selected	--	--
22	0.41	60%	Selected	--	--

23	0.44	50%	Selected	--	--
24	0.23	20%	--	Rejected	--
25	0.40	30%	Selected	--	--
26	0.61	30%	Selected	--	--
27	0.42	50%	Selected	--	--
28	0.64	70%	Selected	--	--
29	0.47	60%	Selected	--	--
30	0.41	40%	Selected	--	--
31	0.44	30%	Selected	--	--
32	0.62	30%	Selected	--	--
33	0.65	50%	Selected	--	--
34	0.43	60%	Selected	--	--
35	0.20	20%	--	--	Retained
36	0.46	60%	Selected	--	--
37	0.24	20%	--	Rejected	--
38	0.64	30%	Selected	--	--
39	0.49	30%	Selected	--	--
40	0.43	40%	Selected	--	--
41	0.45	60%	Selected	--	--
42	0.63	40%	Selected	--	--
43	0.41	70%	Selected	--	Retained

### Selection or Rejection of Items of RTLAP on the Basis of Discrimination Power Index and Difficulty Value

Item No.	RTLAP		Selection	Rejection	Modified/ Retained
	Discrimination Power Index	Difficulty X Value			
1	0.46	40%	Selected	--	--
2	0.42	20%	--	--	Retained
3	0.26	30%	--	--	Retained
4	0.41	30%	Selected	--	--
5	0.64	70%	Selected	--	--
6	0.21	30%	--	--	Retained
7	0.45	40%	Selected	--	--
8	0.23	30%	--	--	Retained
9	0.46	40%	Selected	--	--
10	0.48	60%	Selected	--	--
11	0.49	40%	Selected	--	--
12	0.41	20%	--	--	Retained
13	0.62	30%	Selected	--	Retained
14	0.60	40%	Selected	--	--
15	0.66	50%	Selected	--	--
16	0.41	40%	Selected	--	Retained
17	0.48	30%	Selected	--	--
18	0.26	30%	--	--	Retained
19	0.46	50%	Selected	--	--
20	0.28	40%	--	--	Retained
21	0.46	30%	Selected	--	--
22	0.60	30%	Selected	--	--
23	0.81	80%	--	--	Retained
24	0.42	60%	Selected	--	--
25	0.40	50%	Selected	--	--

### Selection or Rejection of Items of PTLAP on the Basis of Discrimination Power Index and Difficulty Value

Item No.	PTLAP		Selection	Rejection	Modified/ Retained
	Discrimination Power Index	Difficulty X Value			
1	0.60	70%	Selected	--	--
2	0.61	30%	Selected	--	--
3	0.81	40%	--	--	Retained
4	0.80	40%	--	--	Retained
5	0.42	30%	Selected	--	--
6	0.24	30%	--	--	Retained
7	0.40	40%	Selected	--	--
8	0.42	60%	Selected	--	--
9	0.65	50%	Selected	--	--
10	0.82	40%	--	--	Retained
11	0.43	30%	Selected	--	--
12	0.64	30%	Selected	--	--
13	0.66	30%	Selected	--	--
14	0.82	50%	--	--	Retained
15	0.41	40%	Selected	--	--
16	0.60	30%	Selected	--	--
17	0.45	40%	Selected	--	--
18	0.43	60%	Selected	--	--
19	0.60	40%	Selected	--	--
20	0.47	40%	Selected	--	--
21	0.46	30%	Selected	--	--
22	0.80	60%	--	--	Retained
23	0.67	70%	Selected	--	--
24	0.48	50%	Selected	--	--
25	0.48	40%	Selected	--	--

**ANNEXURE – 9****Selection or Rejection of Items of CTCC on the Basis of Discrimination Power Index and Difficulty Value**

Item No.	CTCC		Selection	Rejection	Modified/ Retained
	Discrimination Power Index	Difficulty X Value			
1	0.42	50%	Selected	--	--
2	0.49	40%	Selected	--	--
3 A	0.44	50%	Selected	--	--
B	0.21	20%	--	Rejected-	--
C	0.60	30%	Selected	--	--
4	0.64	30%	Selected	--	--
5	0.40	60%	Selected	--	--
6	0.63	40%	Selected	--	--
7	0.45	30%	Selected	--	--
8	0.81	80%	--	--	Retained
9	0.60	370%	Selected	--	--
10	0.26	20%	--	--	Retained

## A Letter to Experts

From

YASHPLA SINGH DESWAL  
Research Scholar (Ed.)  
T.R. College of Education  
Sonapat, Haryana

Date:

To

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Dear Sir,

I am doing Ph.D. from the BUNDELKHAND UNIVERSITY, UTTAR PRADESH under the supervision of ..... on the following topic:

“Developing communicative competence in written English of senior secondary school learners of Haryana” (An experimental Study).

On the basis of the communicative needs in social context, I have prepared some tests of communicative competence in Written English. These tests are:

- (i) A Receptive Test of Linguistic Accuracy
- (ii) A Productive Test of Accuracy
- (iii) A Receptive Test of Appropriacy
- (iv) A Productive Test of Appropriacy
- (v) A Comprehensive Test of Communicative Competence

I have enclosed these tests with this letter. I would request you to go through the tests and give your opinion and suggestions to improve them. I would again request you to please look at the multiple choice items of the Receptive test of Appropriacy and select the best of them and give the suggestions if none is appropriate. You are an expert in the field of educational research and I request for your help and cooperation.

I have also enclosed one self-addressed envelop with the required amount of stamps on it.

Please do the needful and oblige at the earliest.

Yours faithfully,

(Yashpal Singh Deswal)  
Ph.D. Scholar

## A Receptive Test of Linguistic Accuracy

Duration: 40 Minutes  
Class: IX

Subject: English  
Max. Marks: 40

Name of Student \_\_\_\_\_

### Instructions

- I) The following questions have four alternative answers. You have to select the right answers and write its serial number (A,B,C,D) in square brackets given below the question.

Example: (I) ..... Music

(a) Kills (b) Liking (c) like (d) likes

Ans. [c]

'C' is the correct answer, which has been written in square brackets.

- II) You are requested to attempt all the questions.  
III) All the questions carry equal marks.  
IV) Please open the test and answer the questions given in it.

**Note: Fill in the blanks with the correct forms of the verbs.**

- 1) I have just .....

(a) Arrived (b) Arrives  
(c) Arrival (d) Arrive

[ ]

- 2) When I was driving the car, it was .....

(a) rain (b) rained  
(c) has rained (d) raining

[ ]



- 3) The sun ..... In the west everyday
- (a) set (b) sets  
(c) has set (d) had set [ ]
- 4) I am not learning computer now. I ..... it next year.
- (a) would learn (b) shall learn  
(c) Learnt (d) have learnt [ ]
- 5) My elder brother told me that he ..... on a tour to Shimla next week to celebrate the winter vacation on the eve of new year day.
- (a) will go (b) would go  
(c) goes (d) is going [ ]
- 6) My teacher ..... a ruler to punish the students.
- (a) has (b) have  
(c) had (d) have had [ ]
- 7) Sweta gets cold very often. That why she..... like to go to hill station.
- (a) do not (b) does not  
(c) will not (d) cannot [ ]
- 8) I ..... a Television Set for twenty thousand rupees last year.
- (a) buy (b) bought  
(c) was buying (d) am buying [ ]
- 9) When I ..... up in the morning, it was already 7 in the morning.
- (a) get (b) got  
(c) gets (d) has got [ ]
- 10) I am really very sorry I couldn't inform you about your examination Result. You know, you ..... first in your class this year.
- (a) stood (b) had stood  
(c) have stood (d) had stood [ ]

- 11) Gori was suffering from fever. Even then she could ..... The examination in first division.
- (a) pass (b) passed  
(c) have passed (d) are passing [ ]
- 12) [Writing a telegram] "Examinations ....."
- (a) postpone (b) postponed  
(c) postponing (d) postpones [ ]
- 13) Would you mind ..... me your pen?
- (a) give (b) giving  
(c) gave (d) have given [ ]
- 14) [A formal invitation] You ..... to the dinner at my house at 8 p.m. to night.
- (a) invite (b) invited  
(c) have invited (d) are invited [ ]
- 15) I am writing a very interesting story these days. Would you like ..... it?
- (a) read (b) to reading  
(c) reading (d) to read
- 16) As soon as I reached the station, the train ..... left.
- (a) already (b) has already  
(c) had already (d) was already [ ]
- 17) We are sorry to know that Hary ..... His scooter.
- (a) lost (b) have lost  
(c) loses (d) had lost

**Note: Use the right word in the brackets.**

- 18) Will you give me ..... Money?
- (a) some (b) not  
(c) any (d) no [ ]

19) [A polite request ..... I have your pen.

(a) could

(b) can

(c) had

(d) would

[ ]

**Note: Fill in the blank spaces with the most appropriate choice from the four alternative choices given under every question.**

20) Sunita: ..... Are you?

Mohan: I am fine, thank you.

(a) who

(b) what

(c) how

(d) where

[ ]

21) Sunita: ..... had you gone?

Mohan: I had gone to my friends' house.

(a) what

(b) who

(c) where

(d) why

[ ]

22) Sunita: ..... were you doing there?

Mohan: I was playing chess with my friend.

(a) when

(b) where

(c) how

(d) why

[ ]

23) Sunita: ..... You win the match?

Mohan: Yes, I won the match.

(a) who

(c) could

(c) whose

(d) why

[ ]

24) Sunita: your friend know Visvanthan Anand?

Mohan: Yes, he knows.

[ ]

(a) does

(b) are

(c) is

(d) am

[ ]

25) Sunita: ..... I have your English Reader for one period only?

Mohan: 'O', yes. Definitely, it will be my pleasure? [Polite request]

(a) could

(b) can

(c) will

(d) would

[ ]

**Note: In the following multiple type questions the words are used in combination. Fill in the blanks with the right word, which tell us about the sequence.**

26) Since you are weak in English, You ..... work hard to pass in the board examination.

- |            |          |     |
|------------|----------|-----|
| (a) should | (b) will |     |
| (c) may    | (d) can  | [ ] |

27) Sunita: I would like to tell you about my friend Saroj ..... was the member of the Indian hockey team that won the gold medal at the last Asiad.  
Mohan: It is really very good.

- |           |          |     |
|-----------|----------|-----|
| (a) whose | (b) who  |     |
| (c) which | (d) whom | [ ] |

28) Sunita: can you tell me how to bowl.  
Mohan: It is very simple. First run a little with the ball in your right hand, if you are not left-handed. .... throw the ball with a jerk over your head to the wicket.

- |              |            |     |
|--------------|------------|-----|
| (a) secondly | (b) after  |     |
| (c) then     | (d) lastly | [ ] |

**Note: Use the correct preposition in the blanks**

29) Happy Birthday .....

- |          |         |     |
|----------|---------|-----|
| (a) of   | (b) for |     |
| (c) with | (d) to  | [ ] |

30) Many, many happy returns ..... the day to you.

- |        |           |     |
|--------|-----------|-----|
| (a) to | (b) for   |     |
| (c) of | (d) about | [ ] |

31) Please convey my love ..... my younger daughter.

- |           |         |     |
|-----------|---------|-----|
| (a) about | (b) for |     |
| (c) to    | (d) on  | [ ] |

32) Sunita (writing to her friend): I am really very busy these days. You know, I have been preparing ..... the annual examination.

- |           |           |     |
|-----------|-----------|-----|
| (a) for   | (b) from  |     |
| (c) since | (d) until | [ ] |

33) Sunita (writing to her friend): I invite you ..... attend the retirement party of my father at 4.30 p.m. today.

- |          |         |     |
|----------|---------|-----|
| (a) at   | (b) for |     |
| (c) from | (d) to  | [ ] |

34) Sunita is writing a leave application to the Principal. What should she write in the subscription?

- |                     |                      |     |
|---------------------|----------------------|-----|
| (a) Yours sincerely | (b) Yours loving     |     |
| (c) Yours truly     | (d) Yours faithfully | [ ] |

35) Sunita: where should I put this bag?  
Mother: put it ..... the cupboard.

- |          |        |     |
|----------|--------|-----|
| (a) in   | (b) to |     |
| (c) with | (d) on | [ ] |

**Note: Use the right punctuation marks in the following sentences.**

36) What is your name .....

- |        |       |     |
|--------|-------|-----|
| (a) !  | (b) : |     |
| (c) :- | (d) ? | [ ] |

37) Hurrah ..... we have won the match.

- |       |       |     |
|-------|-------|-----|
| (a) ? | (b) ! |     |
| (c) : | (d) . | [ ] |

**Note: Use the correct articles in the following sentences.**

38) The cricket match between India and Australia had already started. I reached ..... hour late.

(a) one

(b) a

(c) an

(d) some

[ ]

39) The child was playing ..... the bedroom on the bed.

(a) on

(b) at

(c) into

(d) in

[ ]

40) When we were playing cards, my mother came ..... the room and scolded us.

(a) on

(b) at

(c) into

(d) in

[ ]

## A Productive Test of Linguistic Accuracy (English Language)

Subject: English

Duration: 40 minutes

Class: IX

Max. Marks: 40

Student's Name: \_\_\_\_\_

### Instructions

- 1) Read the following questions and fill the blank spaces carefully.
- 2) These words can be nouns, verbs, adjectives, adverbs, prepositions, articles, determiners, wh – words, modal auxiliaries, helping verbs, connectives, past participles, punctuation marks and verbs in passive voice.
- 3) All the questions carry equal marks.
- 4) Hints are given in brackets.
- 5) Please try to attempt all the questions.

Example:

The sun ..... in the east (rises)

Ans: rises

**Note: Fill in the blanks with the correct form of the verbs given in brackets.**

- 1) Sunita: I ..... a letter to you last Friday. (VERB)

(a) write

(b) wrote

(c) has written

(d) writing

[ ]

- 2) Mohan: I have just ..... your letter (VERB)

(a) receive

(b) had receive

(c) receives

(d) received

[ ]

- 3) Sunita's father ..... for morning walk everyday.
- |          |               |     |
|----------|---------------|-----|
| (a) go   | (b) was going |     |
| (c) goes | (d) went      | [ ] |
- 4) We hurried in when it ..... raining.
- |             |                 |     |
|-------------|-----------------|-----|
| (a) start   | (b) had started |     |
| (c) started | (d) starts      | [ ] |
- 5) Before he joined in this school, he ..... working in a factory.
- |              |              |     |
|--------------|--------------|-----|
| (a) has been | (b) is being |     |
| (c) had been | (d) is       | [ ] |
- 6) Hari ..... late everyday.
- |           |              |     |
|-----------|--------------|-----|
| (a) comes | (b) has come |     |
| (c) came  | (d) had come | [ ] |
- 7) Sunita likes ice cream but Minakshi ..... like it.
- |             |              |     |
|-------------|--------------|-----|
| (a) do      | (b) do not   |     |
| (c) did not | (d) does not | [ ] |
- 8) I ..... him my book last night.
- |                |           |     |
|----------------|-----------|-----|
| (a) give       | (b) gave  |     |
| (c) have given | (d) gives | [ ] |
- 9) The sun rises in the east and sets in the ..... (write a word for direction)
- |           |           |     |
|-----------|-----------|-----|
| (a) north | (b) east  |     |
| (c) west  | (d) south | [ ] |
- 10) The result of CBSE for senior secondary classes ..... on the next Monday.
- |                  |                      |     |
|------------------|----------------------|-----|
| (a) declared     | (b) will declare     |     |
| (b) had declared | (d) will be declared | [ ] |



- Note: Use the correct preposition in the following sentences**

- 32

- 19) The prince came ..... air.  
 (a) at (b) by  
 (c) for (d) through [ ]
- 20) They are found ..... dancing.  
 (a) of (b) on  
 (c) at (d) for [ ]
- 21) I congratulate you ..... your success.  
 (a) at (b) for  
 (c) on (d) to [ ]
- 22) You're right. I agree ..... you.  
 (a) on (b) for  
 (c) with (d) at
- 23) What will you write at the end of the letter to your friend?  
 (a) Yours faithfully (b) Yours truly  
 (c) Yours obediently (d) Yours sincerely [ ]
- 24) I wish you all the best ..... your examinations.  
 (a) for (b) on  
 (c) at (d) to [ ]

**Note: Please look into the conversation of Sunita and Mohan. One person is asking questions and the other is replying. We have given only the answers. Can you tell and write what the question was asked?**

- 25) Sunita: ..... are you?  
 Mohan: I am fine, thank you.  
 (a) what (b) where  
 (c) who (d) how [ ]
- 26) Sunita: ..... do you get up in the morning from the bed?  
 Mohan: I get up from the bed at 5 O' clock in the morning.  
 (a) how (b) when  
 (c) what (d) where [ ]

27) Sunita: ..... do you do in the evening?

Mohan: I play football in the evening.

(a) how

(b) where

(c) what

(d) when

28) Sunita: ..... you read 'Gulliver's Travels'?

Mohan: Yes, I have read, 'Gulliver's Travels'.

(a) could

(b) have

(c) had

(d) did

[ ]

29) Sunita: ..... had you gone on the last Sunday?

Mohan: I had gone to 'Trade Fair' with my parents.

(a) how

(b) where

(c) what

(d) when

[ ]

30) Sunita: ..... you enjoy in the Trade Fair?

Mohan: Yes, I enjoyed a lot in 'the Trade Fair' with my parents.

(a) did

(b) how

(c) what

(d) have

[ ]

**Note: Fill in the blanks with the right word, which tells us about the sequence.**

31) Sunita: Can you tell me how tea is prepared?

Mohan: Oh! It is very sad, you do not know it. First, boil some water with tea leaves and mix some milk in it ..... boil it for some time.

(a) can

(b) secondly

(c) then

(d) when

[ ]

32) Sunita: I would like to tell you about my friends, Mohan ..... always stands first in his class.

(a) who

(b) which

(c) that

(d) could

[ ]

33) Since you are weak in English, you ..... work hard to learn it.

- |           |            |     |
|-----------|------------|-----|
| (a) could | (b) will   |     |
| (c) would | (d) should | [ ] |

**Note: Use the right word in the blank spaces.**

34) A ..... money is required for the charity programme.  
(Use a word for quantity and number)

- |            |          |     |
|------------|----------|-----|
| (a) little | (b) few  |     |
| (c) some   | (d) less | [ ] |

35) All is well that ..... well (a proverb)

- |           |           |     |
|-----------|-----------|-----|
| (a) start | (b) begin |     |
| (c) ends  | (d) end   | [ ] |

**Note: Fill in the blank with the correct name of the person.**

36) Parvati was the wife of Lord .....

- |             |             |     |
|-------------|-------------|-----|
| (a) Krishna | (b) Shankar |     |
| (c) Ram     | (d) Ganesh  | [ ] |

**Note: Use the right punctuation marks in the following sentences.**

37) What is the name of your favourite leader .....

- |       |       |     |
|-------|-------|-----|
| (a) ; | (b) : |     |
| (c) ? | (d) . | [ ] |

38) Hurrah! ..... We have won the match.

- |       |       |     |
|-------|-------|-----|
| (a) . | (b) ! |     |
| (c) ? | (d) : | [ ] |

**Note: Use the correct form of article in the following Sentence.**

39) When I was playing in my fields, I was ..... aero plane flying very low over my head.

- (a) an
- (c) a

- (b) the
- (d) is

[ ]

40) I wish you ..... very happy birth day.

- (a) an
- (c) a

- (b) the
- (d) is

[ ]

## **A Receptive Test of Linguistic Appropriacy**

Subject: English

Duration: 30 minutes

Class: X

Max. Marks: 25

Student's Name: \_\_\_\_\_

### **Instructions**

- I) Please read the following questions. Each question has four alternative answers. Although all the four alternative answers are grammatically correct yet one of them is the most appropriate in the given situation and context. You have to select the most appropriate in the given situation and context. You have to select the most appropriate answer and write its serial numbering square brackets.
- II) These words can be nouns, verbs, adjectives, adverbs, prepositions, articles, determiners, wh – words, modal auxiliaries, helping verbs, connectives, past participles, punctuation marks and verbs in passive voice.
- III) Answer all the questions.

### **A Receptive Test of Linguistic Appropriacy**

- 1) Your friend Sahil has won the district chess championship. You want to congratulate him. How will you begin your letter?
  - (a) Congratulations on your success.
  - (b) I am to know that you have won the match.
  - (c) I just heard your result.
  - (d) I want to congratulate you on your bright success [ ]

- 2) It was advertised in the Newspaper that your syllabus for 9<sup>th</sup> class has changed. You need some information about the availability of books according to the changed syllabus from NCERT, New Delhi. How will you request him through your letter.
- (a) Please send me some information about the availability of books according to the changed syllabus?
  - (b) Will you please send me some information about the availability of books according to the changed syllabus?
  - (c) Could you please send me some information about the availability of books according to the changed syllabus?
  - (d) Send me some information about the availability of books according to the changed syllabus?
- [ ]
- 3) How would you thank your father for sending a nice birthday gift to you? (telegram)
- (a) I would like to thank you for the nice birthday gift.
  - (b) Thank you for the nice birthday gift.
  - (c) I must thank you for the nice birthday gift.
  - (d) I thank you for the nice birthday gift.
- [ ]
- 4) After passing the senior secondary school examination, your brother writes a letter to you advising you to join a medical college. How would you express your disagreement in your letter?
- (a) I cannot agree with you. I want to become an engineer.
  - (b) I disagree with you. I do not want to be a doctor.
  - (c) I am sorry, I can't agree with you.
  - (d) I know your advice is good but I really want to join an engineering college.
- [ ]
- 5) Suppose you are living in a hostel and you fall ill. How would you write a telegram to our parents, informing them of your illness?
- (a) I am seriously ill. Stop. Please come soon.
  - (b) I am seriously ill. Stop. Come soon.
  - (c) I seriously ill. Stop. Come soon.
  - (d) I am seriously. Stop. Please come soon.
- [ ]

- 6) Suppose you are suffering from fever. You cannot attend your friend's marriage party next Sunday. What will you write to your friend in your letter?
- (a) I am sorry I would not be able to come as I have fever.
  - (b) I regret to inform you that I'm ill and cannot come to your marriage party.
  - (c) I beg to state that I am ill and cannot to come your marriage party.
  - (d) I have been suffering from fever since last night .....
- [ ]
- 7) You want to go to picnic with your class. What will you write to your father for sending some money?
- (a) Could you please give me five hundred rupees to go to the picnic?
  - (b) Would you please give me five hundred rupees to go to picnic?
  - (c) Will you please give me five hundred rupees to go to the picnic?
  - (d) Please give me five hundred rupees to go to the picnic.
- [ ]
- 8) If you write a letter to your mother, then how would you end the letter?
- (a) Will your please convey my regards to papa?
  - (b) Please give my love to papa.
  - (c) Please convey my regards to papa.
  - (d) Convey my regards to papa.
- [ ]
- 9) You are coming from America by an Indian Airlines flight. You send a telegram to your brother in Delhi to receive you at Indira Gandhi International Airport, New Delhi at 10 p.m. on 25<sup>th</sup> December. What would you write in telegram?
- (a) I am arriving at Indira Gandhi International Airport, New Delhi at 10 p.m. on 25<sup>th</sup> December. Meet me at Airport.
  - (b) I will arrive at Indira Gandhi International Airport, New at 10 p.m. on 25<sup>th</sup> December. Please meet me at Airport.
  - (c) Arriving at Indira Gandhi International Airport, New Delhi t 10 p.m. on 25<sup>th</sup> December. Meet me at Airport.



- (d) Arriving at Indira Gandhi International Airport, New Delhi at 10 p.m. on 25<sup>th</sup> December. Please meet me at Airport.

[ ]

- 10) Suppose on the 5<sup>th</sup> of this month you are to leave for Bangalore. How would you make a written request in your letter to the railway authority to reserve a berth on the Bangalore Express on the 5<sup>th</sup> of this month?

- (a) May I request you to reserve one berth on the Bangalore Express on 5<sup>th</sup> of this month.
- (b) Would you please reserve one berth on the Bangalore Express on 5<sup>th</sup> of this month?
- (c) I request you to reserve one berth on the Bangalore Express on 5<sup>th</sup> of this month.
- (d) Please reserve one berth on the Bangalore Express on 5<sup>th</sup> of this month.

[ ]

- 11) You have stood first in the senior secondary school examination. What would you write in a telegram to your father?

- (a) I topped the board examination. I need your blessings.
- (b) I have stood first in the senior secondary school examination. I am very happy and need your blessings.
- (c) Papa, it is amazing that I have topped this year's senior secondary school examination. I want to share this happiness with you and need your blessings.
- (d) Papa, I want to share my happiness with you as I have stood first in this year's senior secondary school examination.

[ ]

- 12) How would you send greetings the best wishes to your friend in a telegram for the New Year?

- (a) Best wishes & greetings for the New Year.
- (b) Wishing you a happy New Year.
- (c) I wish you a happy New Year.
- (d) Happy New Year to you.

[ ]

- 13) Suppose you have to write a letter to your brother, what would you write in the end of your letter for seeking a reply?
- (a) Looking forward to your reply.
  - (b) I am looking forward to your reply.
  - (c) Waiting for your reply.
  - (d) I am waiting for your reply. [ ]
- 14) How would you end your letter to your father?
- (a) Yours affectionately,
  - (b) Yours sincerely,
  - (c) Yours lovingly,
  - (d) Yours faithfully, [ ]
- 15) Your younger brother is not very serious about his studies. Being elder brother, you write a letter advising him to study seriously. What advice will you give to him?
- (a) I advise you to pay more attention to your studies.
  - (b) You should pay more attention to your studies.
  - (c) Why don't you pay more attention to your studies?
  - (d) I would like you to pay more attention to your studies. [ ]
- 16) Your friend is preparing for his annual examination. What good wishes would you like to send to him?
- (a) Best of luck
  - (b) Good luck with your examination
  - (c) Wishing you success in your examination
  - (d) God bless you [ ]
- 17) Your brother is ill. He is always complaining of his illness to you. What advice would you like give him?
- (a) You had better consult an expert doctor in Delhi.
  - (b) Why don't you consult an expert doctor in a city?
  - (c) You should consult an expert doctor in a city.
  - (d) I advise you to consult an expert doctor in a city. [ ]
- 18) Suppose you are the Principal of your school, how would you write a letter of invitation to the parents of the students and other guests?

- (a) I have great pleasure in inviting I have great pleasure in inviting you to our school function next Monday evening.
  - (b) I request you to come to our school function next Monday evening.
  - (c) You are cordially invited to our school function next Monday evening.
  - (d) I invite you to our school function next Monday evening.
- [ ]

19) Suppose you are writing a letter to your father, how would you begin the letter?

- (a) My dear father,
  - (b) Dearest father,
  - (c) Respected father
  - (d) Father,
- [ ]

20) How would you begin a letter of condolence on the sad demise of your friend's mother recently?

- (a) I am extremely sorry to know that your mother is no more.
  - (b) I am very sorry indeed to hear about your mother's sudden death.
  - (c) I am very sad to hear about your mother.
  - (d) I am sad to know about your mother's sudden death.
- [ ]

21) Suppose you are writing a letter to your younger brother, Mohan, how would you address him?

- (a) Mohan,
  - (b) My dear,
  - (c) My brother,
  - (d) My dear Mohan,
- [ ]

22) Suppose you are writing a letter to your younger brother, what will you write at the end of your letter to him?

- (a) With regards,
  - (b) With love,
  - (c) With good wishes,
  - (d) Best wishes,
- [ ]

- 23) Suppose you are writing a letter to your sister, Suman, how would you address her?
- (a) Dear sister,
  - (b) My sister,
  - (c) Dear Suman,
  - (d) My dear Suman, [ ]
- 24) Suppose you are the father of a son and your son has topped the annual examination of his school. What will you write to congratulate him on his success?
- (a) I would like to congratulate you on your success.
  - (b) I am happy to congratulate you on your success.
  - (c) I am happy and congratulate you on your success.
  - (d) I shall be happy to congratulate you on your success. [ ]
- 25) Suppose you write a letter to your friend. What would you write in the end before closing the letter?
- (a) See you soon,
  - (b) With best wishes,
  - (c) All the best,
  - (d) With love, [ ]

## A Productive Test of Linguistic Appropriacy

Subject: English

Duration: 30 minutes

Class: X

Max. Marks: 25

Student's Name: \_\_\_\_\_

### Instructions

- I) Answer all the questions.
- II) Before answering, please understand the context and situation of the question. Then, answer carefully.
- III) Be brief and to the point.
- IV) Unnecessary detail is not required.

### A Productive Test of Linguistic Appropriacy

- 1) Your friend Sahil has won the district chess championship. You want to congratulate him. How will you begin your letter?

Ans.

.....
.....
.....
.....

- 2) It was advertised in the Newspaper that your syllabus for 9<sup>th</sup> class has changed. You need some information about the availability of books according to the changed syllabus from NCERT, New Delhi. How will you request through your letter?

Ans.

.....
.....
.....
.....

3. How would you thank your father for sending a nice birthday gift to you? Write one sentence in the body of the letter.

Ans.

.....
.....
.....
.....

- 3) After passing the senior secondary school examination, your brother writes a letter to you and advises you to join a medical college. How would you express your disagreement in your letter? Write one sentence in the body of the letter.

Ans.

.....
.....
.....
.....

- 4) After passing the senior secondary school examination, your brother writes a letter to you and advises you to join a medical college. How would you express your disagreement in your letter? Write one sentence in the body of the letter.

Ans.

.....
.....
.....
.....

- 5) Suppose you are living in a hostel and you fall ill. How would you write a telegram to your parents informing them of your illness?

Ans.

.....
.....
.....
.....

- 6) Suppose you are suffering from fever. You cannot attend your friend's marriage party next Sunday. What will you write to your friend in your letter? Write one sentence in the body of the letter.

Ans.

.....
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.....
.....

- 7) You want to go to picnic with your class. What will you write to your father for sending some money? Write at least one sentence in the body of the letter in support of your answer.

Ans.

.....
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.....
.....

- 8) If you write to your mother, then how would you end it? Write in the subscription box provided under.

Ans.

.....
.....
.....
.....

- 9) You are coming from America by an Indian airlines flight. You send a telegram to your brother in Delhi to receive you at Indira Gandhi International Airport, New Delhi at 10 p.m. on 25<sup>th</sup> December. What would you write in telegram?

Ans.

.....
.....
.....
.....



- 10) Suppose on the 5<sup>th</sup> of this month you are to leave for Bangalore. How would you make a written request in your letter to the railway authority to reserve two berths on the Bangalore Express on 5<sup>th</sup> of this month? Write a required sentence in the body of the letter provided as box as shown under.

Ans.

.....
.....
.....
.....

- 11) You have stood first in the senior secondary school examinations. What would you write in a telegram to your father?

Ans.

.....
.....
.....
.....

- 12) How would you send greetings and best wishes to your friend for the New Year? Write the required sentence in the body of the letter provided as under in the form of a box.

Ans.

.....
.....
.....
.....

- 13) Suppose you have to write a letter to your brother, what would you write in the end of your letter for seeking a reply? Write the required sentence in the body of the letter provided as under in the form of a box.

Ans.

.....
.....
.....
.....

- 14) How would you end your letter to your father? Write the required sentence in the subscription box of the letter provided as under.

Ans.

.....
.....
.....
.....

- 15) Your younger brother is not very serious about his studies. Being elder brother, you write a letter advising him to study seriously. What advice will you give to him? Write a sentence of advice in the body of the letter.

Ans.

.....
.....
.....
.....

- 16) Your friend is preparing for his annual examination. What good wishes would you like to send to him? Write the required sentence in the body of the letter.

Ans.

.....
.....
.....
.....

- 17) Your brother is ill. He is always complaining of his illness to you. What advice would you like to give him? Write a sentence of advice in the required box in the format of the letter.

Ans.

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.....
.....

- 18) Suppose you are the Principal of your school, how would you write a letter of invitation to the parents of the students and other guests? Write the line of invitation.

Ans.

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.....
.....

- 18) Suppose you are writing a letter to your father, how would you begin the letter? Write the required sentence in the required box.

Ans.

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.....
.....

- 19) Suppose you are writing a letter to your father, how would you begin the letter? Write the required sentence in the required box.

Ans.

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.....

- 20) How would you begin a letter of condolence on the sad demise of your friend's mother recently? Write the required sentence in the body of the letter.

Ans.

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.....
.....

- 21) Suppose you are writing a letter to your elder brother, Mohan, how would you address him? Write in the salutation box.

Ans.

.....
.....
.....
.....

- 22) Suppose you are writing a letter to your younger brother, what will you write at the end of your letter to him? Write in the box.

Ans.

.....
.....
.....
.....

- 23) Suppose you are writing a letter to your younger sister, Suman. How would you address her? Write in the salutation box.

Ans.

.....
.....
.....
.....

- 24) Suppose you are a father of a son and your son has topped the annual examination of his school. What will you write to congratulate him on his success? Write the required sentence in the required box.

Ans.

.....
.....
.....
.....

- 25) Suppose you write a letter to your friend, what would you write in the end before closing the letter? Write in the subscription box.

Ans.

.....
.....
.....
.....

**A Comprehensive Test of Communicative Competence (CTCC)**

Subject: English

Duration: 1: 30 hrs

Group No. ....

Max. Marks: 50

Name of the Student: ..... Class .....

**Instructions**

1. Read the instructions for each question carefully before you answer them.
2. Write your answers in English in the space provided in this test.
3. Answers must be to the point.
4. Do not write anything, which is not necessary.
5. Write neatly and in good handwriting.

Q. 1: Suppose you happen to go to the railway station of your town. Describe the scene at the railway station, when the passenger train arrives, in a few sentences in the space provided as under.

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Q.5: Suppose you hve bought a Greeting card to give it to your father for the New Year. What good wishes and greetings would you like to give your father? Write in the space given in the card.

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Q. 6: Suppose you are coming to your house in the late winter night after attending a marriage. On the way, you see some people running after a man. What would you do and how?

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Q. 7: How would you invite your friends and relatives in the marriage of your sister?

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Q. 8: Write a letter to the editor of Hindustan Time about the uncontrollable law and order situation of your town.

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Q. 9: Suppose, every now and then your sewer overflows and your street is full of stinking sewer water. Write a letter of complaint to the Secretary of the Municipal Committee of your town.

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Q.10: [Informal note of invitation and acceptance] Suppose, you are Mr. Arvind. Invite your friend Dinesh at lunch. Also write the acceptance from Dinesh.

[Informal note of invitation]

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[Acceptance]

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### Key to RTLAC Receptive Accuracy

Q.No.	Answer	Q.No.	Answer
1	A	21	C
2	D	22	D
3	B	23	B
4	B	24	A
5	B	25	A
6	C	26	A
7	B	27	B
8	B	28	C
9	B	29	D
10	C	30	C
11	A	31	C
12	B	32	A
13	B	33	D
14	A	34	D
15	A	35	A
16	C	36	D
17	D	37	B
18	A	38	C
19	A	39	D
20	C	40	C

## Key to PTLAC Productive Accuracy

Q.No.	Answer	Q.No.	Answer
1	A	21	C
2	D	22	C
3	C	23	D
4	B	24	A
5	C	25	D
6	A	26	B
7	D	27	C
8	B	28	B
9	C	29	B
10	D	30	A
11	C	31	C
12	B	32	A
13	A	33	D
14	C	34	A
15	C	35	C
16	B	36	B
17	C	37	C
18	C	38	B
19	B	39	A
20	A	40	C

## ANNEXURE – 17

### Answer Key to RTL

Q.No.	Answer	Q.No.	Answer
1	A	14	A
2	C	15	B
3	B	16	B
4	D	17	B
5	B	18	A
6	D	19	A
7	A	20	B
8	B	21	D
9	D	22	B
10	B	23	D
11	A	24	A
12	A	25	B
13	A		

## **Answer Key to PTLAP**

1. Congratulations on your success.
2. Could you please send me some information about ..... ?
3. Thank you for the nice birthday gift.
4. I know your advice is good but I really want to join an engineering college.
5. I seriously ill. Stop. Come soon.
6. I have been suffering from .....
7. Could you please give me five hundred rupees for the picnic?
8. Please give my love to Papa.
9. Arriving at Indira Gandhi National Airport, New Delhi at 10 p.m. on 25th December of this month. Please meet me at Airport.
10. Would you please reserve a berth on the Bangalore Express on 5<sup>th</sup> of this month?
11. I topped the board examination. I need your blessings.
12. Best wishes & Greetings for the New Year.
13. Looking forward to your reply.
14. Yours affectionately,
15. You should pay more attention to your studies.
16. Good luck with your examination.
17. Why don't you consult an expert doctor in a city?
18. I have great pleasure in inviting you to our school function.
19. My dear father,
20. I am very sorry indeed to hear about your mother's sudden death.
21. My dear Mohan,
22. With love,
23. My dear Suman,
24. I would like to congratulate you on your success.
25. With best wishes.

### Time Table of Teaching Programme

The experimental treatment was given to the EG in the morning hours (8 a.m. to 9 a.m. for 18 days and from 7 a.m. to 9 a.m. for 12 days) in the school everyday for 30 days continuously. The CG was simultaneously taught by the concerned teacher with the conventional method (TLT) of teaching English.

S.No.	Date	Teaching items for group I (CLT)	Teaching items for group II (TLT)	Period	Duration	Item-wise Duration
1	3.9.04	Pre-test	Pre-test	Zero period from 8 a.m. to 9 a.m.	1 hour	
2	4.9.04	Pre-test	Pre-test	Zero period from 8 a.m. to 9 a.m.	1 hour	
3	5.11.04	Pre-test	Pre-test	7.30 a.m. to 9 a.m.	1.5 hour	3.5 hours
4	6.11.04	Description of persons	Conservative method of teaching (TLT) by the concerned teacher. It was a regular course of teaching. All the required topics were included and taught as	8 a.m. to 9 a.m.	1 hour	
5	8.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
6	9.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
7	10.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	4 hours
8	11.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	

S.No.	Date	Teaching items for group I (CLT)	Teaching items for group II (TLT)	Period	Duration	Item-wise Duration
9	16.11.04	Description of persons	part of the 9 <sup>th</sup> class syllabus of English.	8 a.m. to 9 a.m.	1 hour	
10	17.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
11	18.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	4 hours
12	19.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
13	20.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
14	22.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
15	23.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	4 hours
16	24.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
17	25.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
18	7.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	
19	29.11.04	Description of persons		8 a.m. to 9 a.m.	1 hour	4 hours
20	30.11.04	Directions		8 a.m. to 9 a.m.	1 hour	
21	1.12.04	Directions		8 a.m. to 9 a.m.	1 hour	



S.No.	Date	Teaching items for group I (CLT)	Teaching items for group II (TLT)	Period	Duration	Item-wise Duration
22	2.22.04	Instructions		7 a.m. to 9 a.m.	2 hours	4 hours
23	3.22.04	Instructions		7 a.m. to 9 a.m.	2 hours	
24	4.22.04	Greetings		7 a.m. to 9 a.m.	2 hours	4 hours
25	6.22.04	Greetings		7 a.m. to 9 a.m.	2 hours	
26	7.22.04	Invitations		7 a.m. to 9 a.m.	2 hours	4 hours
27	8.22.04	Invitations		7 a.m. to 9 a.m.	2 hours	
28	9.22.04	Telegrams		7 a.m. to 9 a.m.	2 hours	4 hours
29	9.9.04	Telegrams		7 a.m. to 9 a.m.	2 hours	
30	20.22.04	Letters		7 a.m. to 9 a.m.	2 hours	4 hours
32	22.22.04	Letters		7 a.m. to 9 a.m.	2 hours	
32	23.22.04	Revision		7 a.m. to 9.45 a.m.	2 hours	4 hours
33	24.22.04	Revision		7 a.m. to 9 a.m.	2 hours	
34	25.22.04	Post-test		7 a.m. to 9 a.m.	2 hours	4 hours
35	26.22.04	Post-test		7 a.m. to 9 a.m.	2 hours	
36	27.22.04	Post-test		7 a.m. to 9 a.m.	2 hours	
37	28.22.04	Post-test		7 a.m. to 9 a.m.	2 hours	6 hours

# TLT Materials

(1)

He		Well-built
She		Nice
Sunita		Fair
Sohan		Thin
Sangita		Fat
Ramgopal		Tall
Harender		Strong
Hariom		Weak
Pritam		Short
Sonia		Lovely
Aarushi		Handsome
Anjana		Beautiful
Kriahma		Small
Aishwarya		Obedient

(2)

He		Yellow	Cap
She		Black	Hair
Sunita	Has	Red	Shirts
Mohan		Lovely	Clothes
The baby (it)		Beautiful	Dress

(4)

	Cap		Yellow
His	Shirt		Shining
	Colour		Brown
	Nose	Is	Beautiful
Her	Height		Short
	Weight		Light
	Shoes	Are	Heavy
Sunita's	Bag		Cheap
	Clothes		Costly
Prem's	Pen		Expensive
	Eyes	Are	Dirty
	Dress		Nice
	Toothbrush		Attractive

(3)

This			Girl
			Boy
			Cat
That			Man
			Lion
	Is	A	Woman
			Banana
			Hero
			Heroine
			Leader

(5)

He		Mohan	
She		Rita	
	Is		
		A	Boy
			Girl

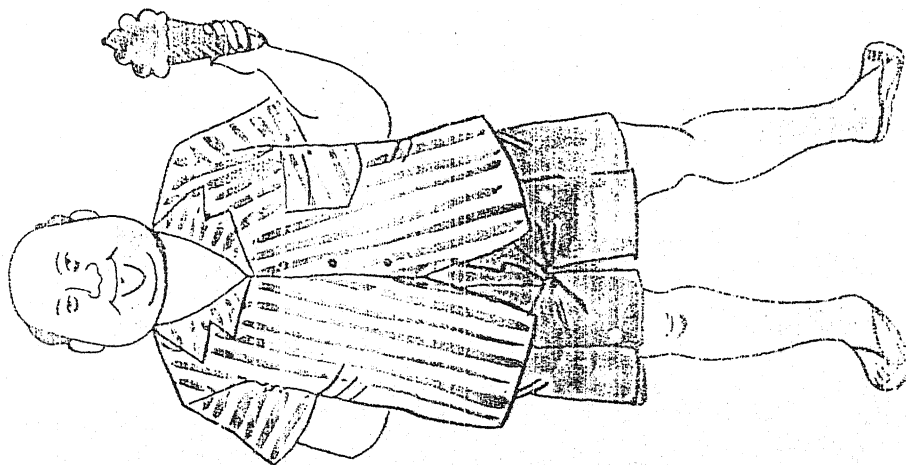
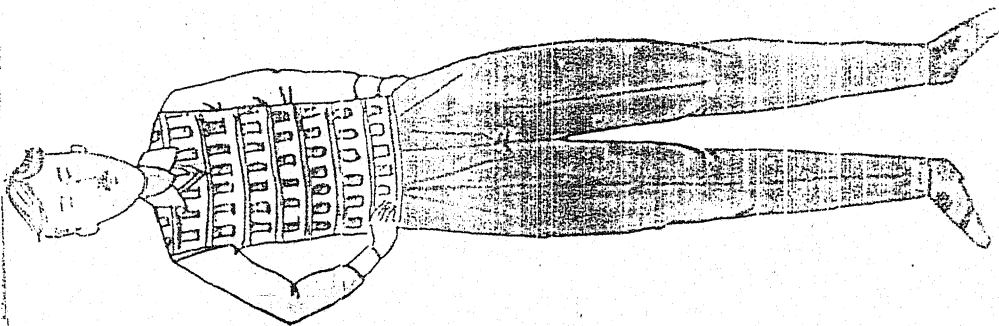
(7)

			Name
		Her	Service
What	Is		Address
		His	Village

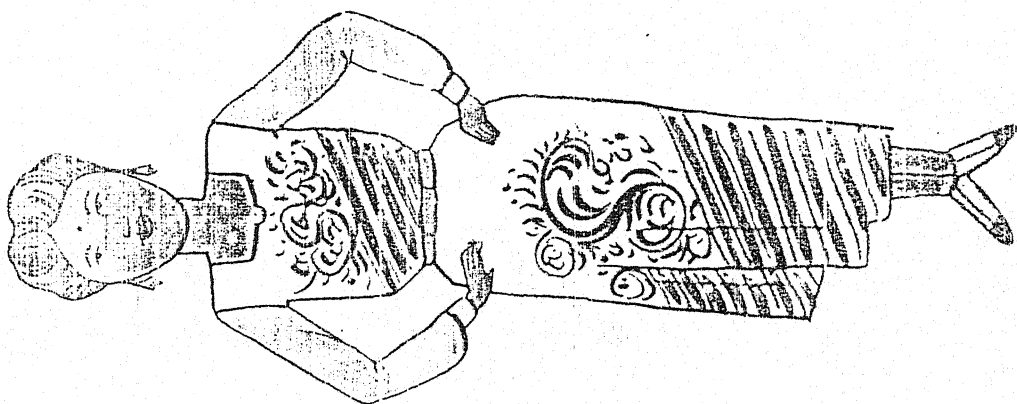
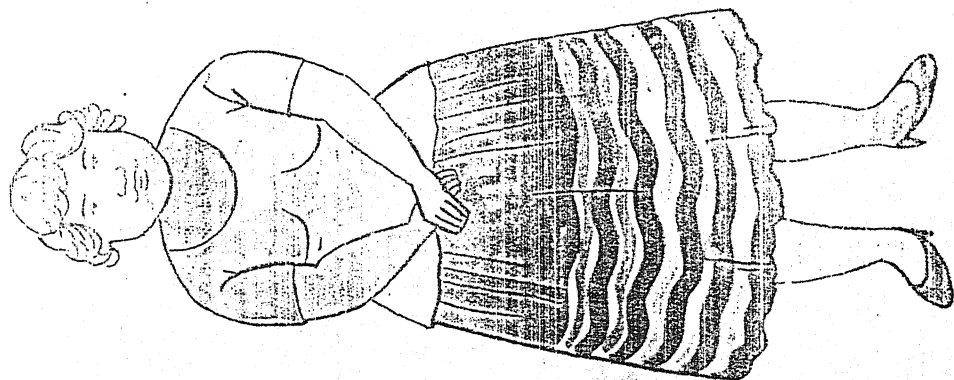
(6)

He		Putting on	A	Cap
She				Elegant
Sunita	Is	Looking		Arrogant
Kavita				Punctual
Tilyar lake				Beautiful
Dinesh		Is		Obedient
Aarushi				Honest

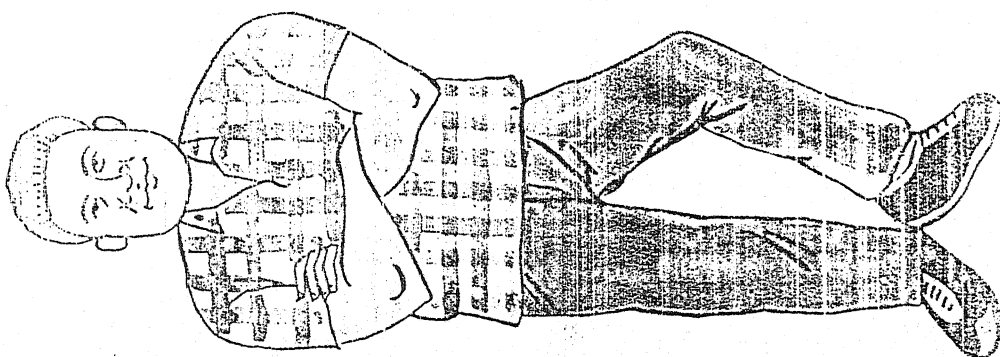
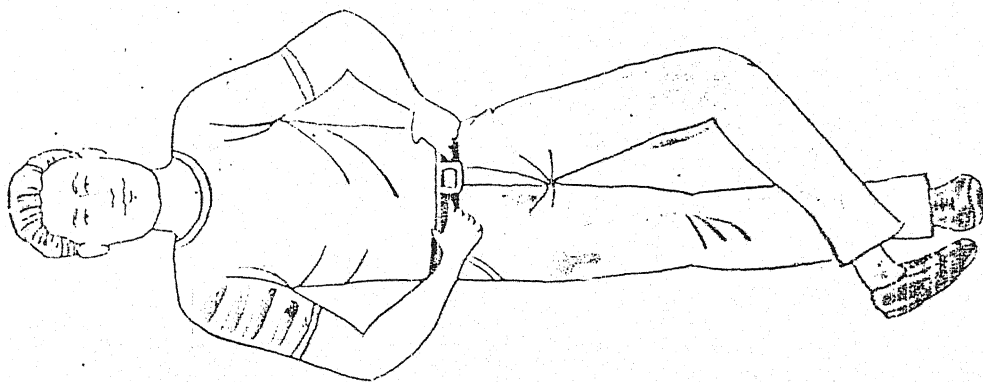
DESCRIBE THE PERSONS



DESCRIBE THE PERSONS



DESCRIBE THE PERSONS



(8)

Who		You	?
Where	Are		
What		This	?
Whose picture	Is		
How			

(9)

Her	Mother's Hair	Is	White Grey Partially black Long	
	Father	Is	A An	Tall man Very handsome Honest man Officer Army officer
	Bag	Is	Brown Black Pink Black	
His	Dress	Is	Beautiful Bright Shining  Honest Talkative The youngest Lanky Slim Disciplined Shy Weak	
	Height			
	Sister			

(10)

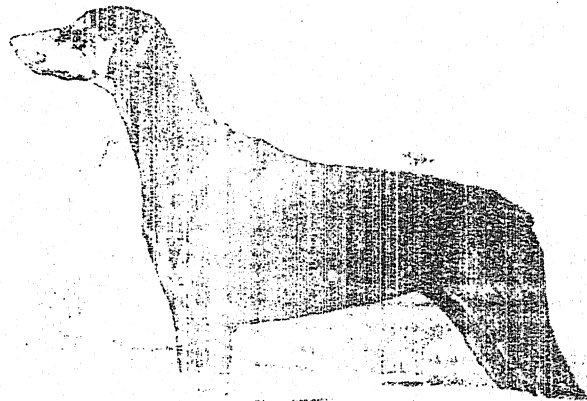
Where	Is	His	Father.	?
		Her	Mother.	
What	Are	Sunita's	Pen.	
		Mohan's	Bag.	
			Handkechief.	
			Dress	
		You	Doing.	
			Playing	
			Writing	

Are
-----

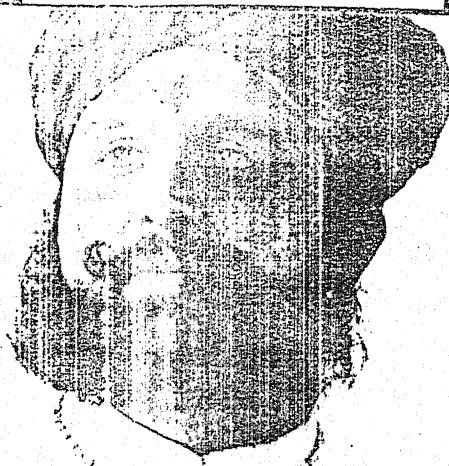
Eyes
Shoes
Pants

What	Colour	Is	His	Hair	?
			Her	Dress	
			Rani's	Shrit	
			Raju's	Frock	
				Skirt	
				Scarf	
		Are		Eyes.	
				Shoes	
				Pants	

DESCRIBE THE ANIMALS



DESCRIBE THE PERSON





(14)

Is	He	Wearing	Red	Shirt
	She		Black	Skirt
	Gopal		Brown	

(16)

Blue	Cloths
Yellow	Pants
Grey	Shots

Does	He	Have	Long	Clothes	?
	She		Beautiful		
	Rama		Brown		
	Ritu		Black		
			Small		
			Attractive	Dresses	

(15)

Is	He	A	Tall	Man	?	
			Short			
			Big	Woman		
			Small			
	She		Fat	Boys		
			Thin			
			Healthy	Girl		
			Kind			
			Gentle	Person		

### Description of Things

(17)

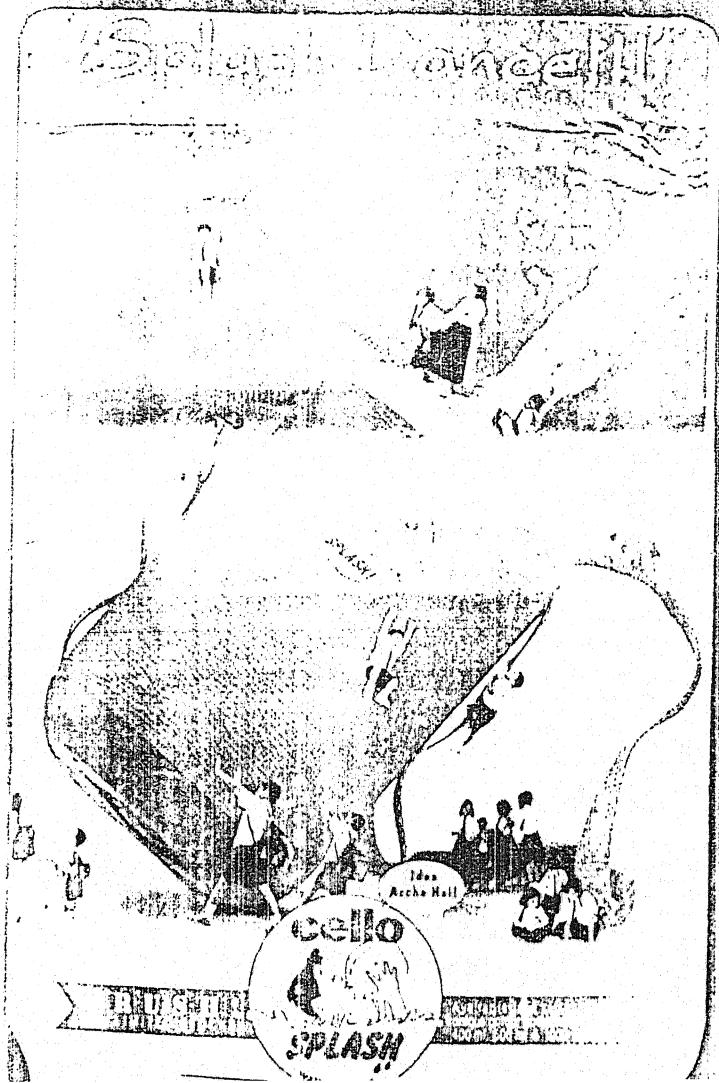
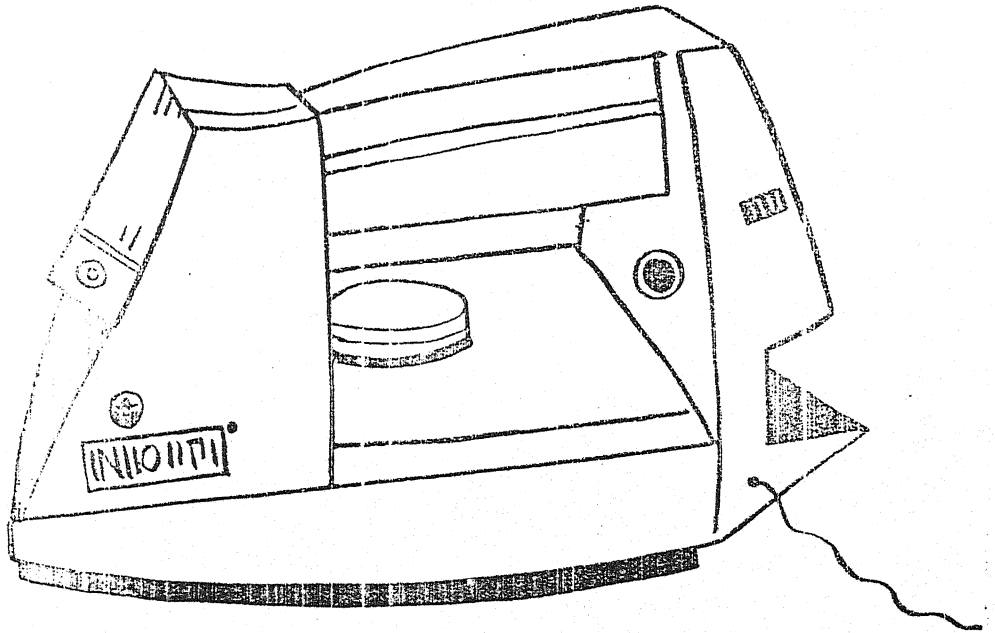
It	Is	A	Pen
			Pencil
This			Camera
			T.V. Set
			Radio
That			Fan

(18)

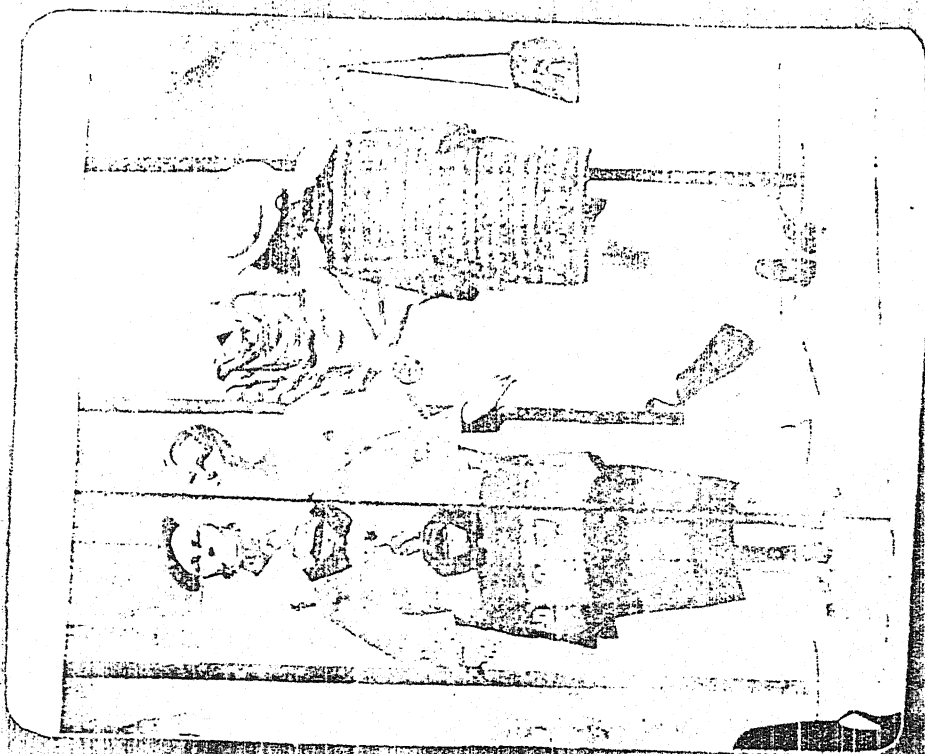
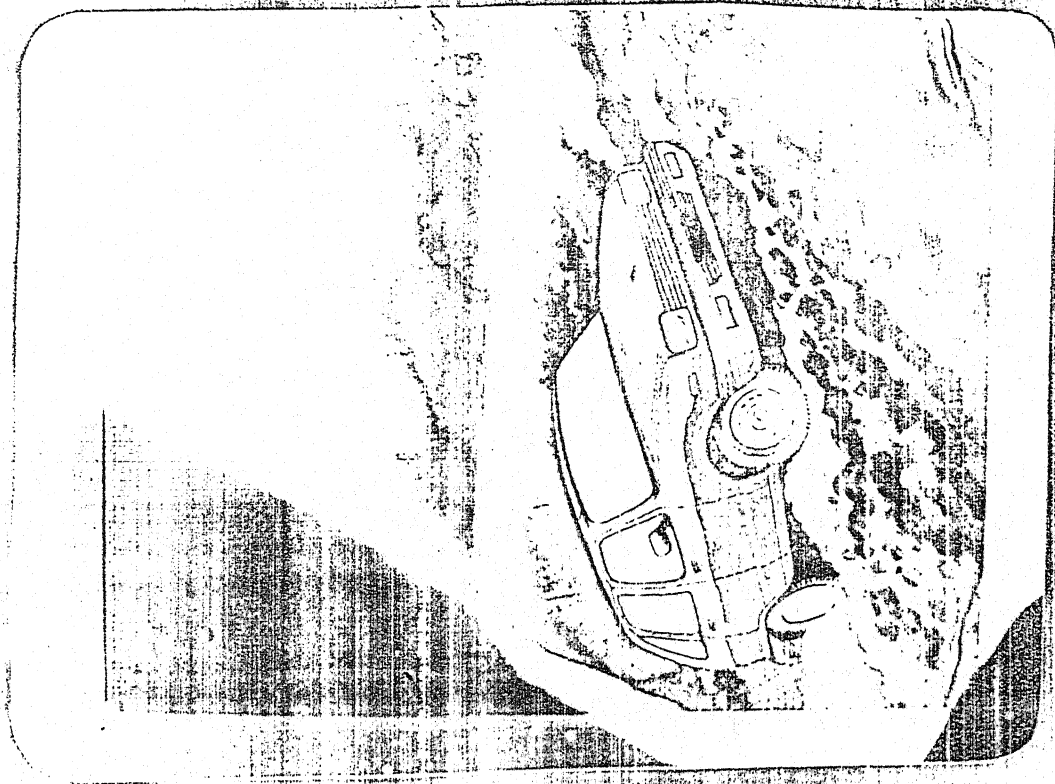
It	Is	White
		Black
		Brown
		Blue
		Red
		Grey

(19)

It	Is	Very	Cheap
			Expensive
			Costly



DESCRIBE THE THINGS



(20)

It	Is	Made of	Plastic Iron Gold Silver Stone Bricks Cement Clothes Clay Paper Wood Bronze Copper Zink
----	----	---------	--

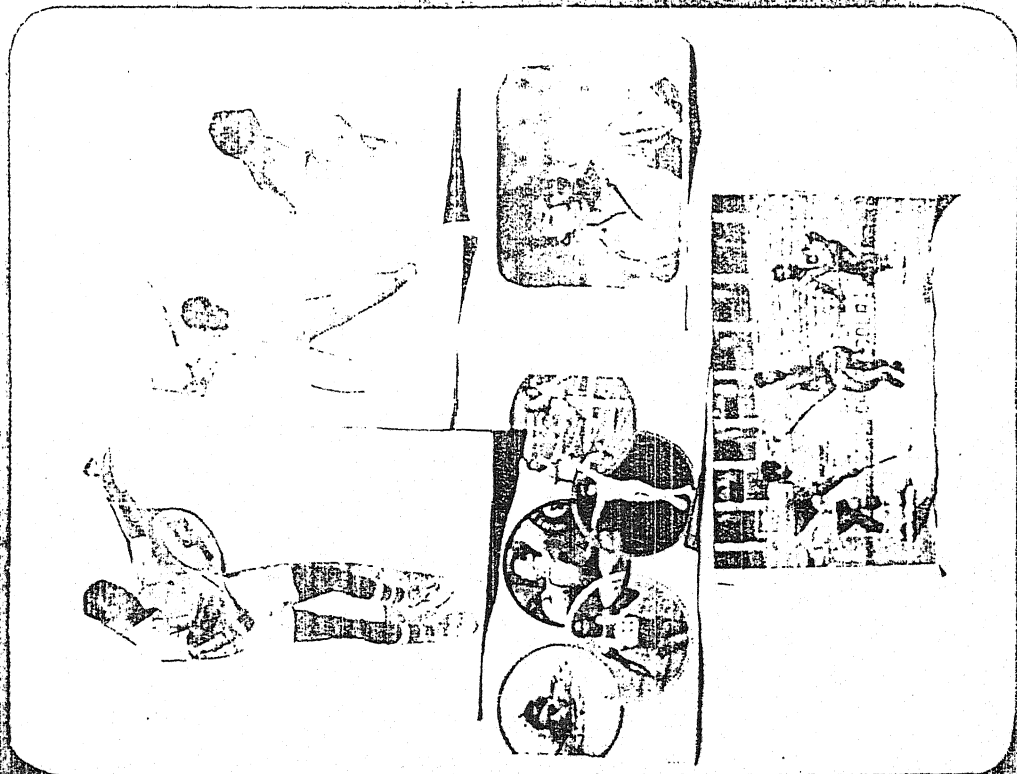
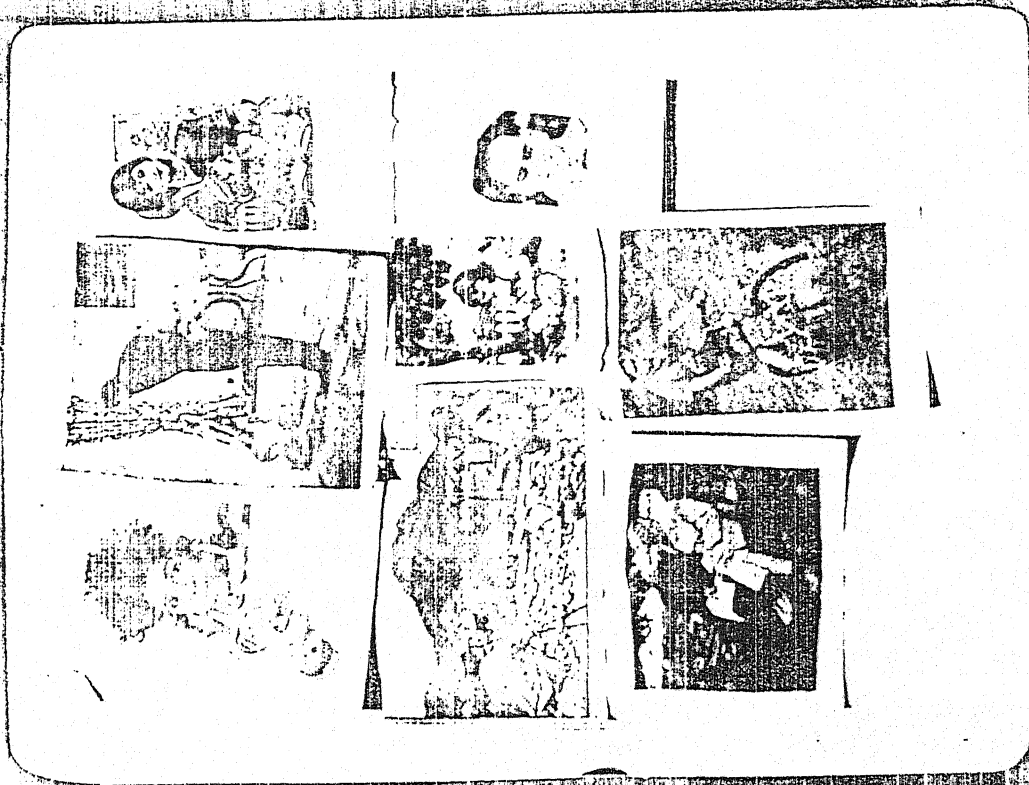
(20)

It	Is	Used	For	Photography Writing Drawing	
We  People	  Use	  It	  For	Making  Printing	Picture Ornaments Jewels Houses Books

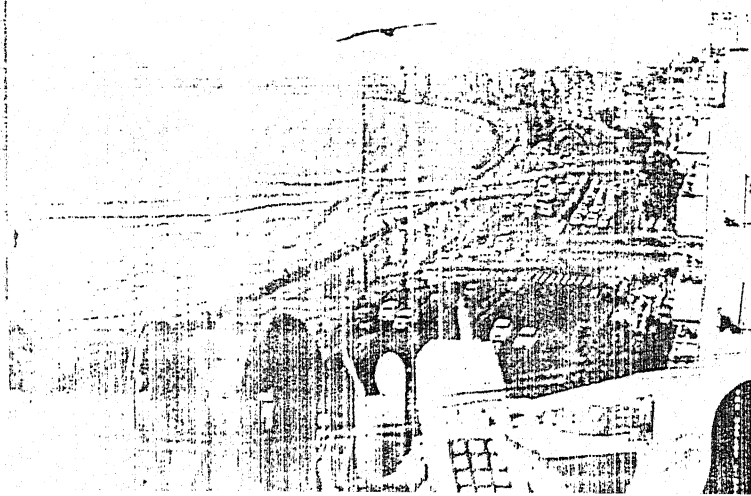
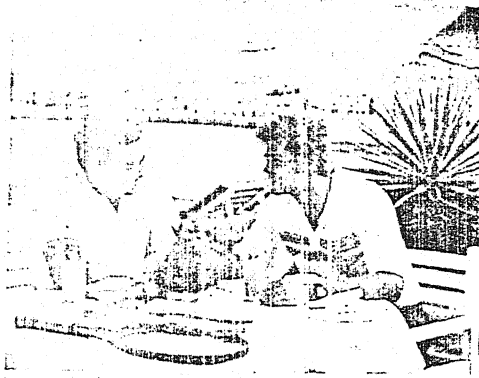
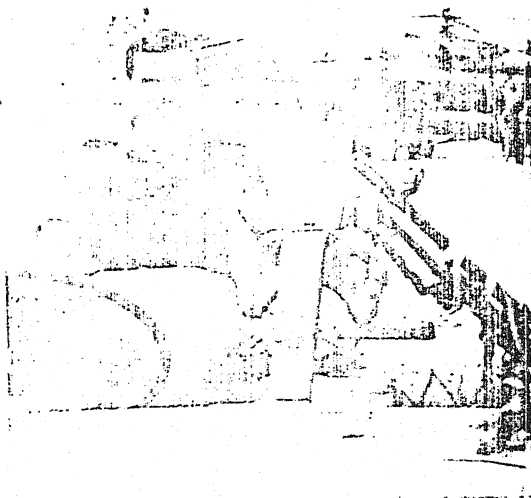
(20)

It	Is	Big Small Lovely Nice Wonderful Beautiful Attractive
----	----	--

DESCRIBE THE EVENTS



DESCRIBE THE EVENTS



(27)

Is	It		Used for	Photography Writing Drawing Pictures Taking Photographs Making toys Building houses Ironing clothes	?
	The	Camera Iron Pencil Cement Ink Clay			

(28)

Does	It		Have	A	Switch Battery Button Blub Pair of lens
	The	Camera Torch			

(29)

What	Is	Its	Colour Size Height Length	?
		It	Used for Made of	

(30)

Why	Do	You They We	Like  Love	It	?



(35)

Is	It	A	School House Village Fort River Hill Road Building Tree	?
----	----	---	---	---

(36)

Are there	Many	People	In	The	House	?
	A lot of	Boys			City	
	A few	Girls			Village	
	A number of	Birds			School	
		Dogs			Zoo	
		Women			Office	
		Men				
		Teachers				

(37)

Is	He	Playing	Cricket	?
	She		Hockey	
	Rama		Lawn	
	Ritu		Tennis	
			Football	
			Table tennis	

(38)

Are	They	Going	Up	The	Hill	?
		Coming	Down		Road Lane	

(39)

The	Man	Is	Running Going Moving	Fast Slow
	Boy			
	Girl			
	Women	Are	Eating Crying	Quickly Bitterly
	Men			
	Women			
	Boys			

(40)

What	Is	Happening there	?
Who	Is	Running fast  Moving slow	
Where	Is	The bay standing	

## Street Directions

(41)

It	Is	Near the school
		Walking distance only
		Not far
		Rather far
		Difficult to reach there on foot
		A two minute walk

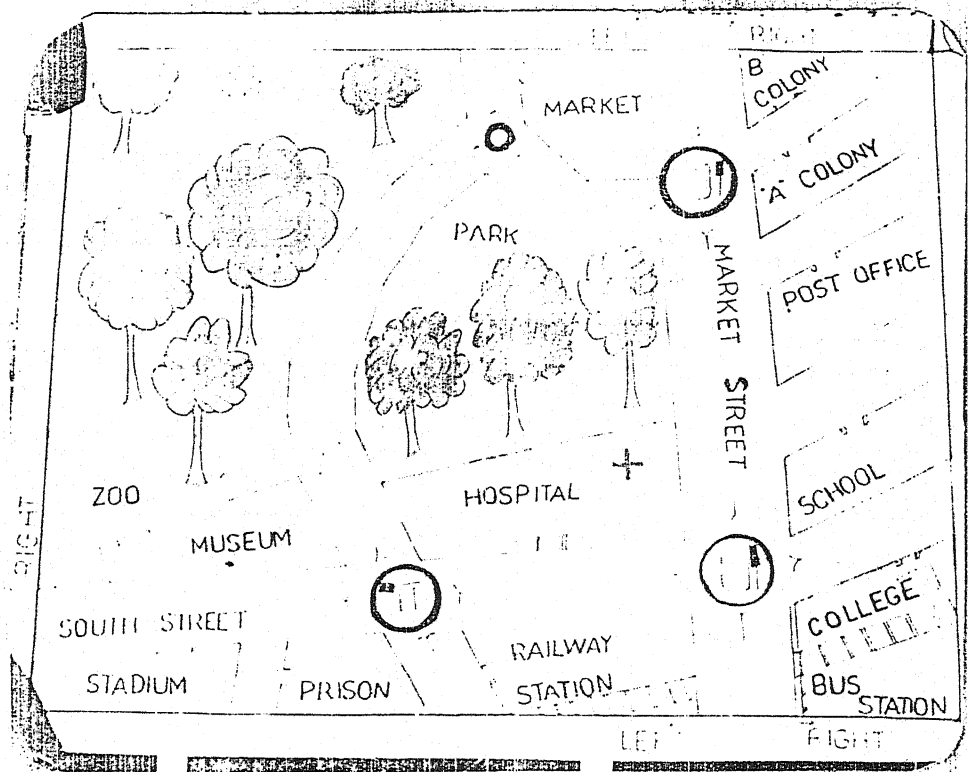
(42)

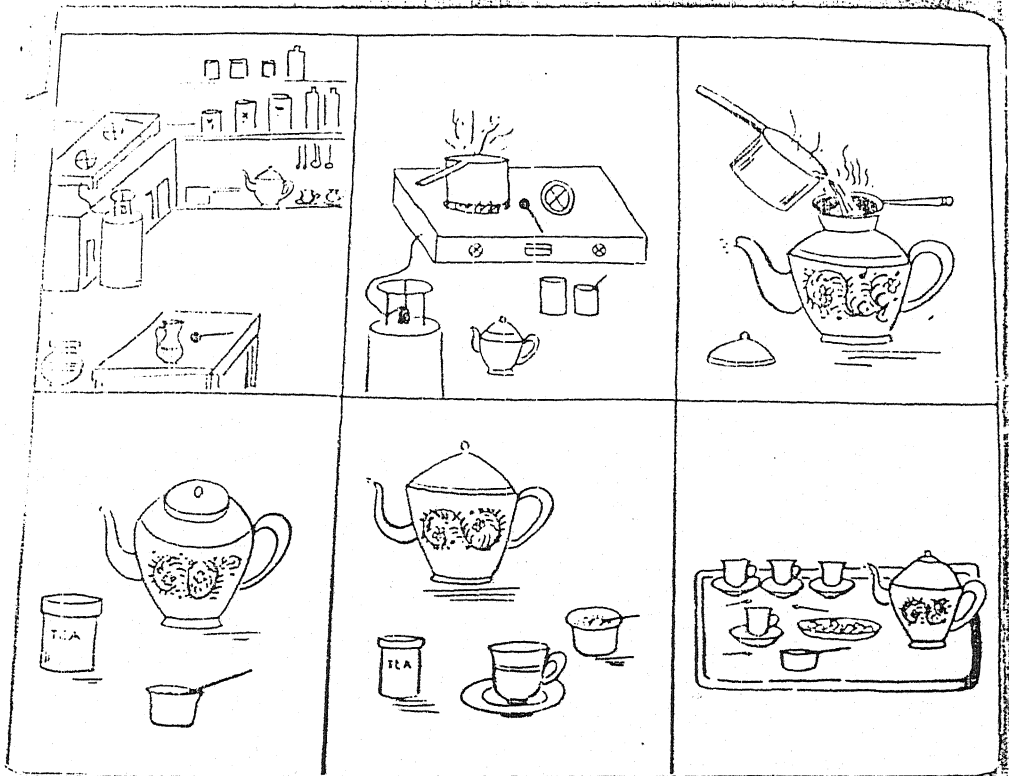
You	Got there	
	Come here	
Please	Walk	Up to the theatre
	Go	Down the lane
Well	Turn	Left
		Right

(43)

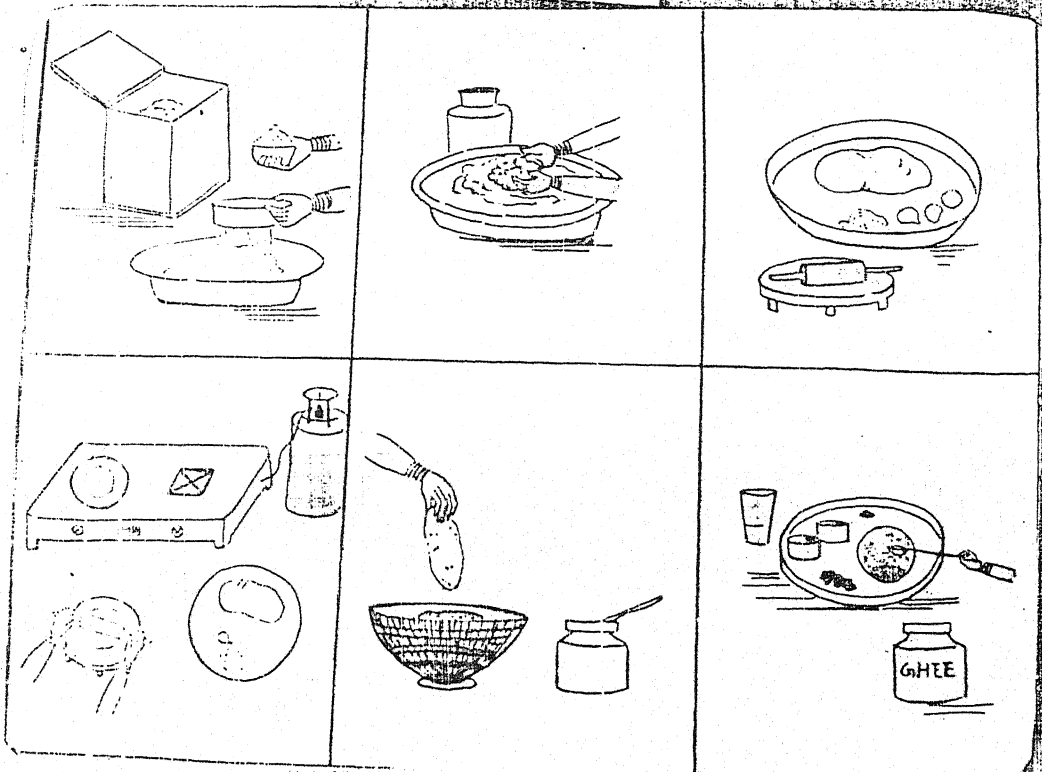
How can I	Reach	The	Railway station	?
	Go to		Bus station	
	Come to		Airport	
	Arrive at		Stadium	
	Get to		Park	
			Police station	

GIVE STREET DIRECTIONS





# GIVE INSTRUCTIONS



### Instruction

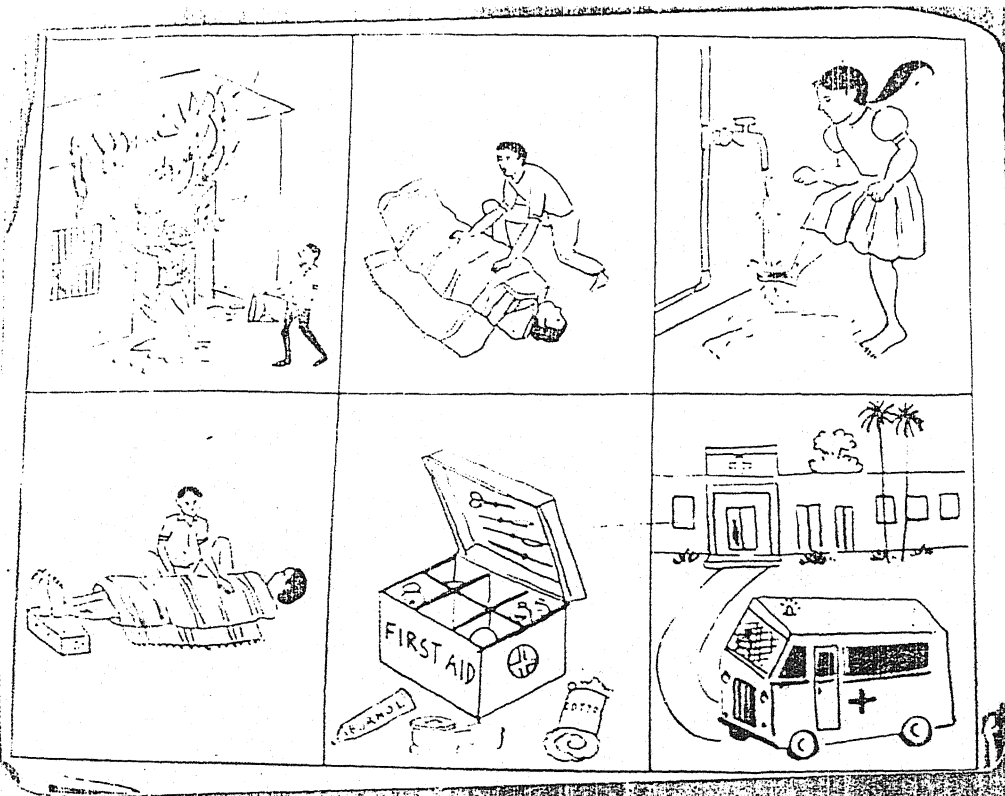
(can you tell me how I can prepare tea?)

(44)

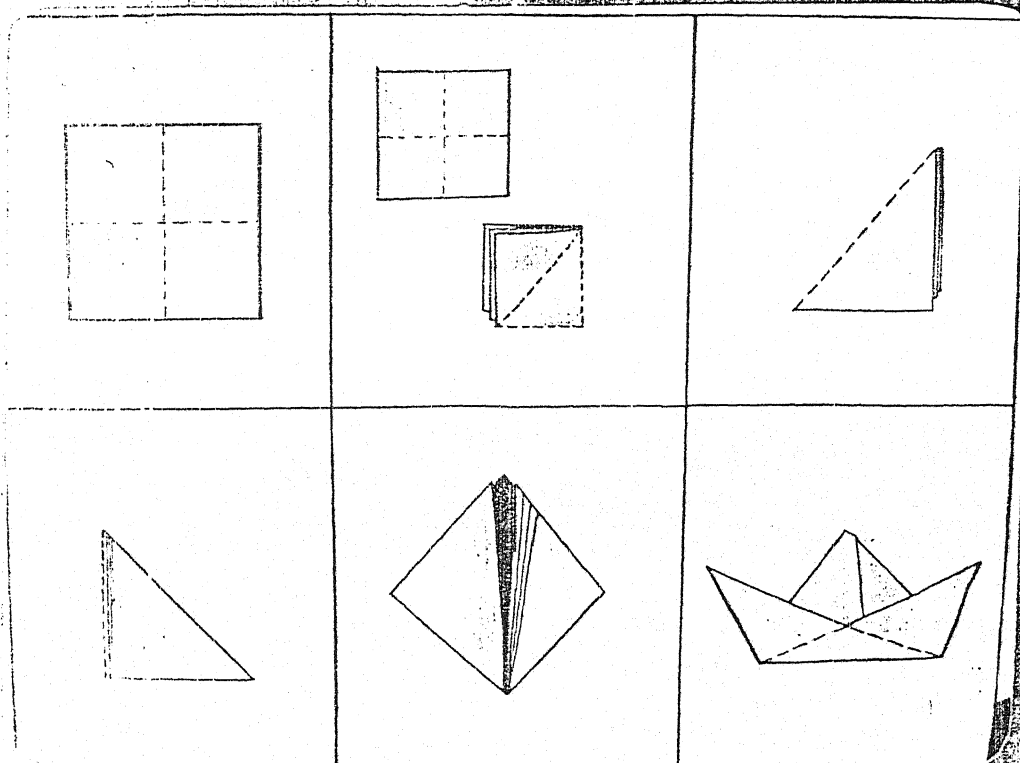
It is	Very	Easy	To	Prepare	Tea
	Not	Simple Difficult		Make	Coffee

(45)

What	Should	I	Do	First of all	?
		We		Then	
		They		After that	
	Do	He		Thereafter	
		She		Finally	
		You			



GIVE INSTRUCTIONS



(46)

First of all, Firstly, Secondly, Then, After that, Thereafter, And, Finally, Lastly,	Take	A	Container
			Sieve
	Lit	A	Stove
	Pour	Some	Water
	Mix		Milk
			Sugar
	Add		Tea leaves
		Filter it	
		Serve in it cups	

(47)

Please	Take	A piece of paper
you	Cut	It in to small pieces
	Fold	It twice
	Use	Gum
		Fevicol

(48)

Some	Water	is	Taken
	Milk		Added to it
			Poured into it

A piece of paper	Is	Folded
		Cut
		Turned



## Invitations

(50)

I	Invite	You	To	My birthday party My sister's wedding Our school picnic
---	--------	-----	----	---

(51)

You	Are	Cordially invited	To	A party The function Birthday party	At	Hotel	Place Tarana Parkview	At	6.30	P.M.	Today Tomorrow On 20 <sup>th</sup> July
						My	Home Residence		7.00 8.00 9.00		

(52)

Who	Are	Invited	The	Dinner	?
	Were			Birthday party	
	Will be			Wedding	
	Should			Marriage party	
				Function	
				Cultural programme	

(53)

The	Class	IX X XI XII	Feels  Takes	Pleasure in inviting you	To	A	Party Function Picnic
-----	-------	----------------------	--------------------	-----------------------------	----	---	-----------------------------

(54)

I	Am	Extremely	Sorry	I	Cannot	Unable to	Come	To	The	Party
We	.	Terribly		Am	Function					
	Are	Very		We	Are					Wedding
	Regret that									Marriage

(55)

I	Request the pleasure of your company	At	My birthday party Sister's wedding	At	6.30 p.m.	Today
We					7.00 p.m.	Tomorrow

(56)

I	Accept	With pleasure the kind invitation
We		
Mr. and Mrs. Sharma	Accept	
I	Regret that I am unable to accept your kind invitation	
Mr. and Mrs. Sharma	Regret	That they are unable to accept the kind invitation of Mr. and Mrs. Mathur

(57)

I	Regret to inform you that	I	Can't come	To	Your	Birthday party Marriage Wedding
We		We				

## Telegrams (Telegraphese)

(58)

Wedding	Fixed on 27 <sup>th</sup> next month  Postponed  Cancelled
Marriage	
Party	
Picnic	
Function	
Programme	

(59)

Please	Come	Soon
	Arrive	Immediately
Kindly	Reach	Quickly

(60)

Result	Out	Stop	Collect	Next	Monday
	Declared				
	Cancelled				Friday
	Withheld				
	Postponed		Contact	Till next	Month

(61)

Congratulations	For	Getting a first division
		Distinction marks
		Gold Medal
		Top position

(62)

Your	Mother	Sick
	Father	Ill
	Brother	Seriously ill
	Sister	

(63)

Coming	Next	Monday	9 a.m.	Chetak express
		Tuesday		Pink-city express
Arriving		Wednesday		Jodhpur express
		Thursday		Ajmer local
Reaching		Friday		
		Saturday		
		Sunday		

(64)

Send Bring	Documents	Immediately
	Books	
	Photographs	
	Mark sheets	
	Result	
	Admission card	
	Passport	
	Permission letter	
	Answer sheets	
	Question papers	
	Rs.500	
	Bank draft Rs.100	
	Progress report	

(65)

Parcel	Received	Thanks
Gift	Reached	
Money order	Got	

(66)

Whether Climate	Bad	Journey	Postponed Cancelled
	Worse	Travel	
	Worst	Meeting	

(67)

Ramu	Hurt in	Road accident
Rity		Fire
		Police firing
		Looting
		Arson

(68)

Pappu	Missing	Monday	last
Monu			
Bnti			
Chinki			
Rani			

(69)

Suffering from	Malaria	Unable to	Come to	Party
	Fever			Picnic
	Typhoid			School
	Sun-stroke			Function
	Cold			Wedding

(70)

Your	Uncle	Died	Last night
	Neighbour		
	Driver		This morning
	Peon		
	Dog		yesterday
	Cat		

(71)

Send	Information	By	Return post
	Message		Quick mail
	Approval		Courier service
	Consent		Telegram
	Permission		Telex at 1100002
			Telephone 50311884

(72)

Theft in your	House	Contact	Police station
	Office	Meet	S.P.
	Home	Inform	Dy.S.P.
	Shop	Go to	S.H.O.
	Godown	See	Police

(73)

Receive	Me	Railway station	6 p.m.	Monday
	Him			Thursday
Meet	Her	Bus station	7 p.m.	Sunday
	Them			Wednesday
See	Us	Airport	9 p.m.	

(74)

Declare	Result	Immediately
Out		
Publish		
Bring out		
Announce		soon

(75)

Send	Revaluation marks	soon
	Merit list	
	Awards	
	Prizes	

(76)

Please	Book	Two	Seats	Chetak express	Monday
	Reserve	Three	Berths	Pink city express	Next Sunday
		Four			

(77)

Raju's Yours Their Our	Exams	Next	Week
	Interview		Monday
	Medical test		Sunday
	Meeting	Coming	Month
	Monthly test		
	T.V. programme		

(78)

Trains	Postponed
Flights	Cancelled
	Held up



(79)

Reservation	Confirmed	Next	Monday
2 seats			Sunday
3 births	Booked		

(80)

Monthly	Exams	Next	Week
Half yearly			Fortnight
Quarterly			Month
Annual	Tests		Monday
Final			
Written			
Oral			

(81)

First	Award Prize Honour	To you	congratulations
Second			
Consolation			
Special			

(82)

Eye	Operation	Next Monday	Please	Do not worry
Ear		Successful		
Nose		All right		

(83)

Please accept	My	Condolences
		Sympathy
Shocked to	Here	
	Get	news
	Learn	

(84)

Attend	Marriage	6 <sup>th</sup> July	New Delhi
	Wedding	7 <sup>th</sup> August	Bombay
	Party	3 <sup>rd</sup> January	Madras
	Function	2 <sup>nd</sup> March	Jaipur
			Calcutta

(85)

Your	Selection Appointment	In	PHT. Army Navy Doordarshan
Selected			

## Greetings and Good Wishes

(86)

Wish you	A very	Happy	Diwali
Greetings and all good wishes for			X mass
I wish you			Holi
			Rakhi
			Id
			Onam
			Beisakhi
			New Year

(87)

Wish you a happy birthday  
 Many happy returns of the day  
 Heartiest greetings for your birthday  
 Heartiest congratulations

## Letters

(88)

Thank you	For your	Letter Telegram message
-----------	----------	-------------------------------

(89)

I	Received	Your letter	This morning
	Found		This evening
	Got		Today
			Yesterday
			On Monday

(95)

Are	You	Fine O.K. Happy All right Well	There	?
-----	-----	--	-------	---

(96)

I would like you to	Write to me quickly Go there quickly Come here for summer vacation Spend your holidays with me Study hard for the exam Help my brother in mathematics
---------------------	--

(97)

I	Would	Like to	Inform Writ to	You	About the	Exam Result Test
---	-------	---------	-------------------	-----	-----------	------------------------

(98)

It would	You	Like to	Read Write Listen Speak Eat Drink Play Wear Put on Do	?
----------	-----	---------	--	---

(99)

Could you please	Go to school and get my progress report Get me a guide book in English Ask Mohan when he will come here Book two berths for Delhi next month	?
Would you please	Help my younger brother in science Send me a list of new books	

(100)

Don't you	Get the help of your teacher Consult a specialist doctor Meet my father in Delhi Go to Bombay for medical check-up	?
-----------	---	---

(101)

Be better	For you	To	Take science Study medicine Join an engineering college
-----------	---------	----	---

(102)

I am sorry	I	Can not	Agree with	You
			Accept	Your advice
		Disagree	With	You Your advice

(103)

We could	Go	To	the	Theatre Play cricket Swimming pool Cinema	In the	Evening  Morning
----------	----	----	-----	--	--------	------------------------

(104)

I	Hope	You would	Like this place
	Think		Enjoy here
	Believe		Be delighted here
	Trust		

(105)

With	Regards, Best wishes, Best compliments, Warmest love, Love,
------	---

(106)

Thanking	You	Once again
Congratulating		

(107)

I am happy that	Your exams are over Winter vacation is round the corner Your summer vacation is only a week away You are coming here on long leave
-----------------	---

(108)

Kind		Help	Me
Nice	Of you to	Congratulations	
Sweet		Send a beautiful gift	

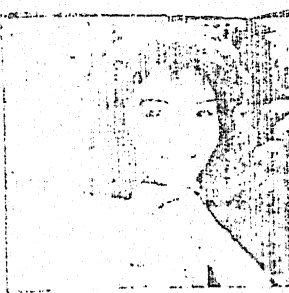
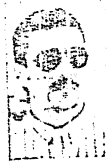
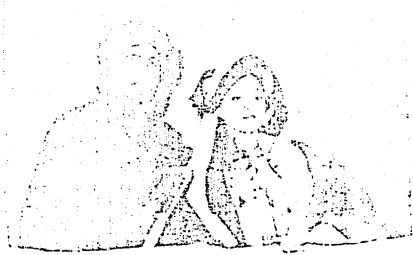
(109)

Thank you	Very much indeed
Thanks	To you for greetings
Many many thanks	For your letter of congratulations
I am thankful	To you for your birthday greetings
I am grateful	

(110)

I am	Waiting for	Your reply Letter Arrival Result
We are	Looking forward to	

DESCRIBE THE PERSONS





## C L T Tables

### Description of Persons

(1)

Questions					Answers			
Does	He	Have	Black	Hair	Yes,	He	Black	Hair
			White	Shoes			White	Shoes
	She		Red	Shirts	No,	She	Red	shirts

(2)

Questions						Answers		
Is	His	Hair	Black		Yes,	His	Hair	White
			Grey					Red
			Long	?			Shirt	Brown
			Short					Long
	Her	Shirt	Beautiful		No,	Her	Skirt	Short

(3)

Questions					Answers				
Is	He		Tall	Man Woman Boy Girl	Yes,		He		Man
			Thin						Woman
		A	Fat		No,		Is	A	Girl
			Sort						Boy
	She		Small				She		

(4)

Questions					Answers				
Is it	Picture			Girl Boy Man Woman Tree Dog City Village	Yes,			A	Man Woman Boy Girl Tree Dog City Village
		A	of				It is a	Picture of	
	Photograph				No,				

DESCRIBE THE PERSONS

WHO IS THIS PERSON?

IS HE A FILM ACTOR?  
A TALL MAN?

IS HE WEARING A RED SHIRT  
HANDSOME AND SMART?

HIS HAIR SHORT  
JACKET BLUE

YES, HE IS A FILM ACTOR.  
HE IS A TALL MAN.

WEARING A RED SHIRT.  
HANDSOME.

HIS HAIR IS SHORT.  
JACKET BLACK.

WHO IS THIS PERSON?

IS HE A FILM ACTOR?  
A TALL MAN?

A YOUNG MAN  
PUTTING ON A RED COAT  
HIS HAIR LONG?

DOES HE HAVE MOUSTACHE

BROWN HAIR  
BLACK EYES

YES, HE IS A FILM ACTOR.  
TALL MAN.

NO, HIS YOUNG MAN.  
HAIR IS SHORT.

HE HAS MOUSTACHE.  
BLACK HAIR.  
BLACK EYES.

(5)

Look at	The	Man	He has white hair
		Woman	It has a long tail
You can find		Boy	She is wearing a skirt
		Girl	It has big branches
You can recognize		Tree	He has brown shoes
		Dog	She is rather thin

### CLT: Description of Things

(1)

It is	A	Pen Pencil Camera Tooth brush Washing soap	It is used for	Cleaning teeth Washing clothes Drawing pictures Taking photographs Writing
-------	---	--	----------------	--

(2)

What is a	Pen Pencil Camera Tooth Brush	Used for	?	It is used for	Photography Writing Drawing Cleaning teeth
-----------	---	----------	---	----------------	---

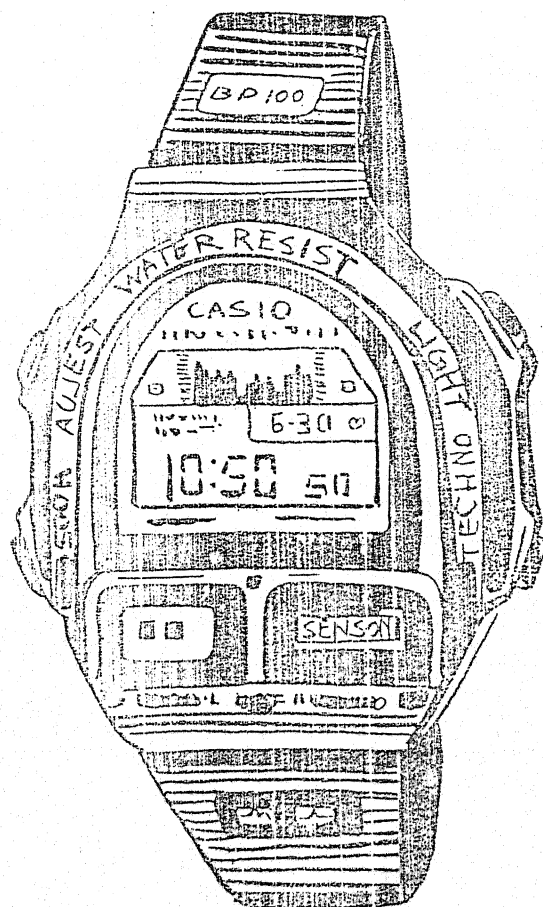
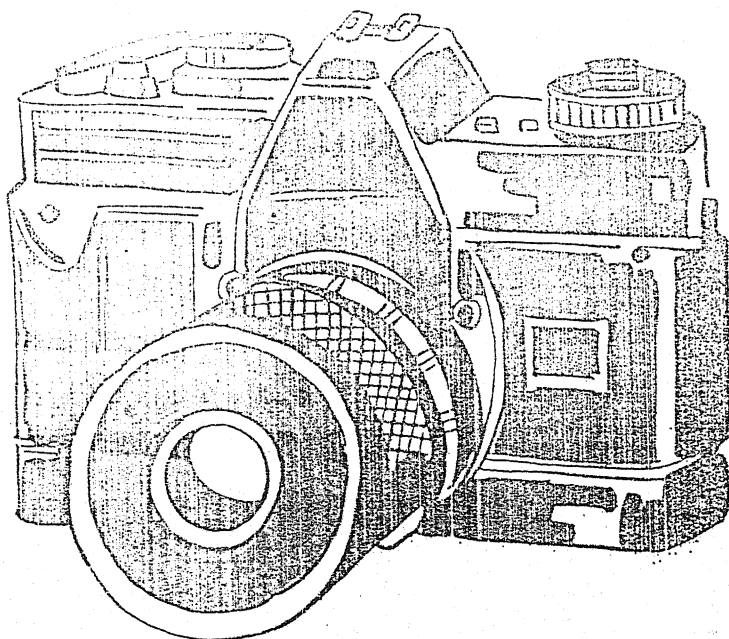
(3)

What is a	Camera	Made of	?	It is made of	Plastic Iron Wood Clay Cloth
	Pen				
	Chair				
	Fan				
	Toy				
	Bat				
	Cricket ball				

(4)

Is	It	Very	Small	?	Yes,  No,	It is	Small
			Big				Big
			Good				Expensive
			Lovely				Attractive
			Attractive				Cheap
			Cheap				Good
			Expensive				Lovely

DESCRIBE THE THINGS



(5)

Is	Used for	Photography Taking photographs
	Made of plastic	
	Small Beautiful Attractive Black Handy Lovely Expensive	
Has	A	Switch
	Focus	Reel Target hole Lens

**CLT Materials**

**(1) DIALOGUE: (DESCRIPTION OF PERSONS)**

- Raju : Hey, Manoj. Come here. Can you please tell me who in this group photograph is your grandfather?
- Manoj: No. I am reading a book now. Please ask me after sometime.
- Raju : Oh, Manoj. Please do it now.
- Manoj: Well. Please look at the photograph. He is very old.
- Raju : Is he a thin person?
- Manoj: Well, yes.
- Raju : He is very short?
- Manoj: No. He is tall.
- Raju : And he has moustache?
- Manoj: Oh, yes.
- Raju : He is putting on white 'Kurta' and 'Dothi'.
- Manoj: You are right.
- Raju : He has a walking-stick in his hand.
- Manoj: Yes, he has.
- Raju : Does he have a turban on his head?
- Manoj: Yes, of course. He has.
- Raju : Is this your grandpa, Manoj?
- Manoj: Well, yes. You are quite right.
- Raju : Thank you very much indeed, Manoj.
- Manoj: You are welcome.





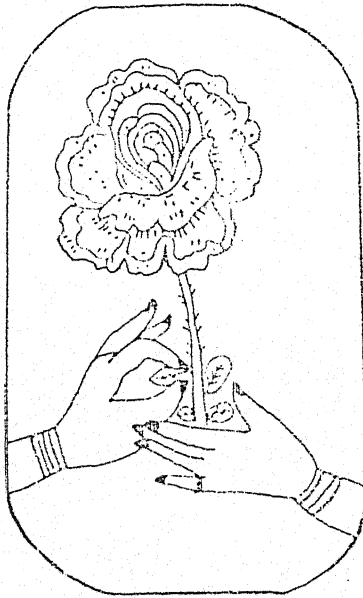
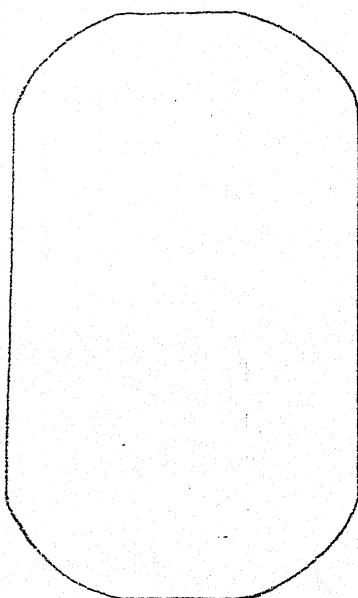
WHAT IS IT?  
IS IT SMALL?  
IS IT BEAUTIFUL?  
WHAT IS IT MADE OF?

WHAT IS IT USED FOR?  
WHO IS IT BUILT BY?  
WHO LIVE IN IT?

IT IS A NEST  
SMALL  
BEAUTIFUL  
MADE OF DRY GRASS  
USED FOR LAYING EGGS  
BUILT BY BIRDS

YOUNG BIRDS LIVE IN IT

WRITE GREETINGS AND GOOD WISHES



(2) DIALOGUE: (PERSON)

- Teena : Meena, who is your favourite teacher?  
Meena : Mrs. Joan is my favourite teacher.  
Teena : I see. How does she look?  
Meena : Well, she is rather tall. Her hair is short and brown. She always puts on pink dress.  
Teena : Does she wear black shoes?  
Meena : No. She wears white shoes?  
Teena : And has she blue eyes?  
Meena : Yes, she has. How do you know it?  
Teena : Well, I saw her at your birthday party last Sunday.  
Meena : Oh, I see.

(3) DIALOGUE: (PERSON)

- Ashok : Hey, Mohan, Where are you going to?  
Mohan : To the Railway station.  
Ashok : I see. Why are you going there?  
Mohan : To receive our new principal.  
Ashok : How will you recognize him?  
Mohan : Our class teacher Mr. Mathur has told me that our new principal is tall and thin. He has spectacles on his nose.  
Ashok : Does he have brown hair?  
Mohan : Yes, he has.  
Ashok : Is he an old man?  
Mohan : It seems so.  
Ashok : Well, I am getting late. We will meet in the evening today. Goodbye.  
Mohan : Bye.

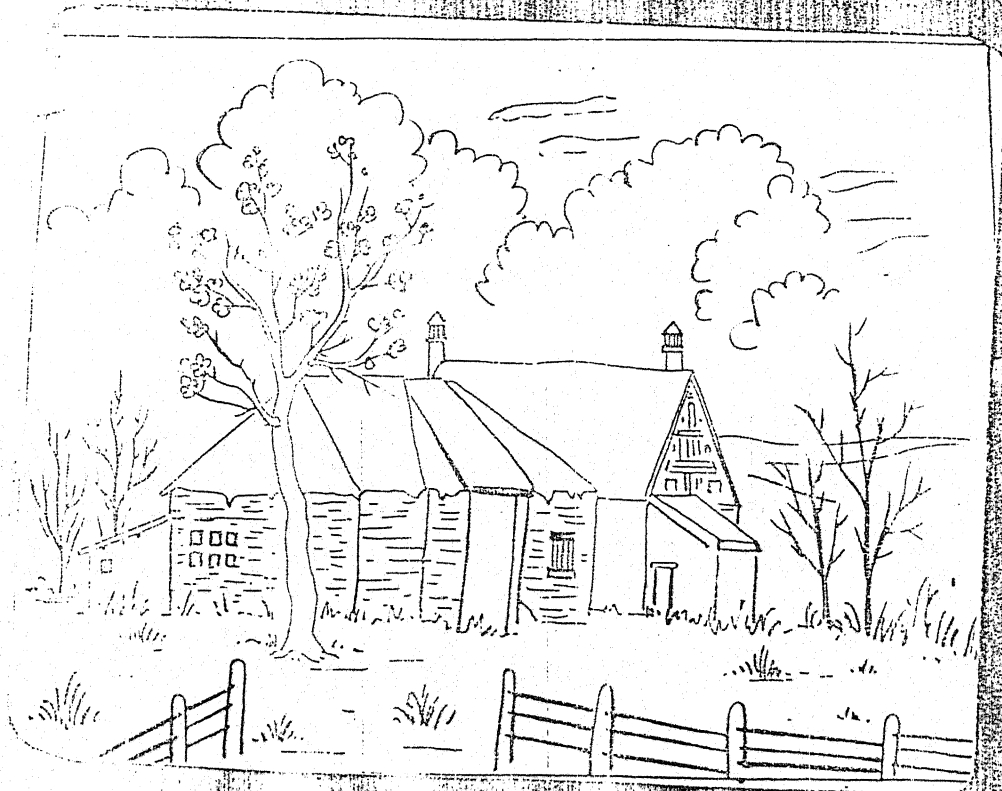
#### (4) DIALOGUE: (PERSON)

- Teacher : Well, my students. I have a photograph of a film actor with me.
- Student : Could you please show us the picture sir?
- Teacher : Yes. I will. But can you just guess who he is.
- Student : Well, I can. Please tell us how he looks.
- Teacher : Yes, surely. He is tall and young. He has long hair. His hair is black.
- Student : Is he known as 'Lamboob'?
- Teacher : Oh, yes.
- Student : I am sure he is Amitabh Bachchan.
- Teacher : Yes, you are right.
- Student : Thank you, Sir.
- Teacher : Thank you.

#### (5) DIALOGUE: (PERSON)

- Pinky : Sister, What have you brought from the market?
- Sister : Well. I have brought for you a picture of a film heroine.
- Pinky : Really?
- Sister : Yes, my dear sister.
- Pinky : Is she Sridevi?
- Sister : No. She is not.
- Pinky : Does she have beautiful and long hair?
- Sister : Well, yes. And she is wearing a South Indian dress. Her eyes are black and beautiful. She is fairly tall and lovely.
- Pinky : Is she Meenakshi Sheshadri?
- Sister : Well, yes. You are right, Pinky. Here is her picture.
- Pinky : Thank you, sister.
- Sister : Thank you.

DESCRIBE THE PLACES



(6) DIALOGUE: (DESCRIPTION OF A PLACE)

- Sanjay : What place is that, Manoj?  
Manoj : Well, it is a big building. It is in a market.  
Sanjay : Oh, I see. It is very beautiful, isn't it?  
Manoj : Well, yes. And there are many rooms in it.  
Sanjay : Is it made of bricks?  
Manoj : No. It is made of stones and cement.  
Sanjay : What do people do in it?  
Manoj : Well, they work in it. It is an office of a company.  
Sanjay : Can we go in it, Manoj?  
Manoj : No. you can not.  
Sanjay : Oh, I see. Let's see something else.  
Manoj : Well, it is a good idea.

(7) DIALOGUE: (DESCRIPTION OF PLACES)

- Raju : Which city is it, Gopal?  
Gopal : It is London, Raju.  
Raju : It is a big city.  
Gopal : Well, yes. There are many big buildings in the city.  
Raju : Are there many rooms in the buildings?  
Gopal : Yes, there are. Do you like the buildings?  
Raju : Well, yes.  
Raju : What is there in front of the buildings?  
Gopal : Well, it is a fountain.  
Gopal : Let us take its photo.  
Raju : What a great idea.  
Gopal : Come on, Raju.

Raju : I see. Is there any boat in the lake Gopal ?  
 Gopal : Yes. There is a boat in the lake.  
 Raju : Can we go there, Gopal ?  
 Gopal : Why not ? Let's go there. Come on.  
 Raju : Yes. That will be nice.

===== \*\*\*\* =====

Contd.

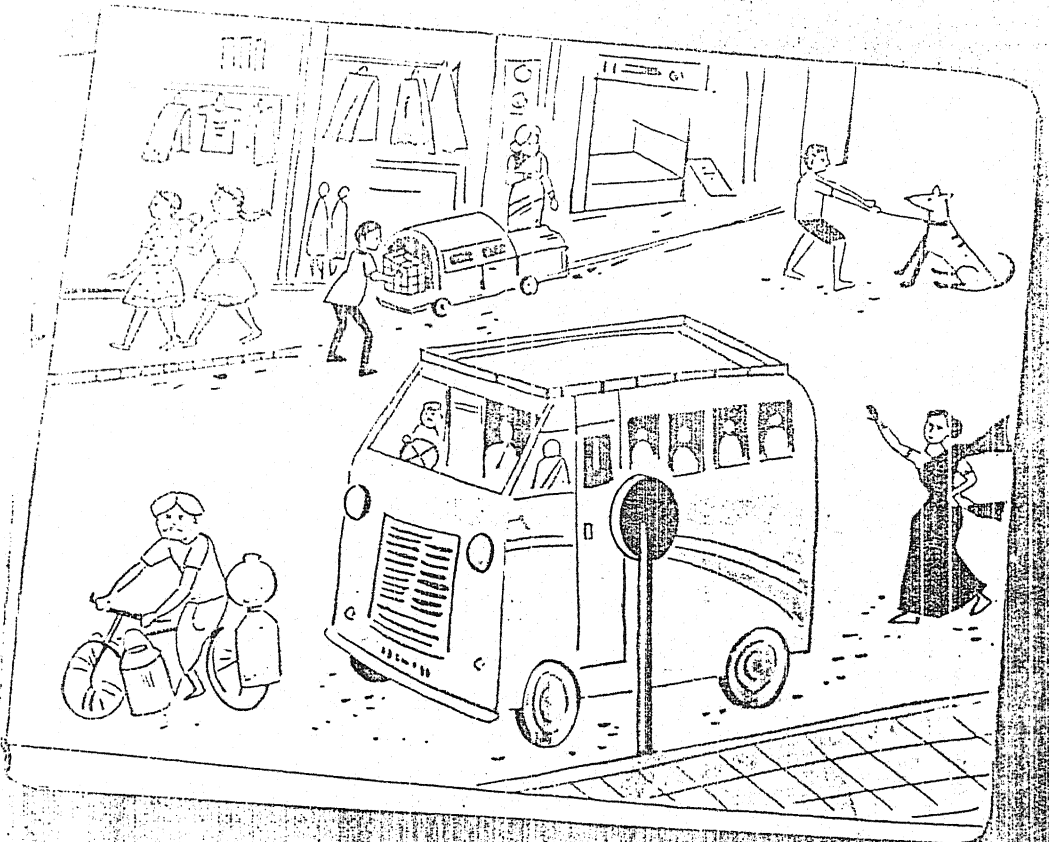
# (11) DIALOGUE : DESCRIPTION OF EVENTS

Raju : Is it a zoo, Gopal ?  
 Gopal : Well, yes. It is .  
 Raju : Is that an elephant ?  
 Gopal : Yes. It is standing in the cage.  
 Raju : What is the lion doing over there ?  
 Gopal : Well, it is looking at the elephant.  
 Raju : And what is that black-haired animal, Gopal ?  
 Gopal : Don't you know it ?  
 Raju : No. Really.  
 Gopal : It is a bear.  
 Raju : Oh, I see. What do you call that bird with long beautiful wings and a tail ?  
 Gopal : It is a peacock.  
 Raju : What are the children doing <sup>in</sup> the zoo ? Are they not afraid of the animals ?  
 Gopal : Well, they are looking at the animals and birds. They are not afraid of the animals. The animals are in the cage.  
 Raju : I see. Gopal, where is monkey ?  
 Gopal : It is in the cage near the elephant's cage.  
 Raju : Oh, yes. It is there. Hello, monkey.  
 Gopal : Raju, don't go near the cage. Let's go home. Our Mom must be waiting for us.  
 Raju : Oh, yes. Hurry up.

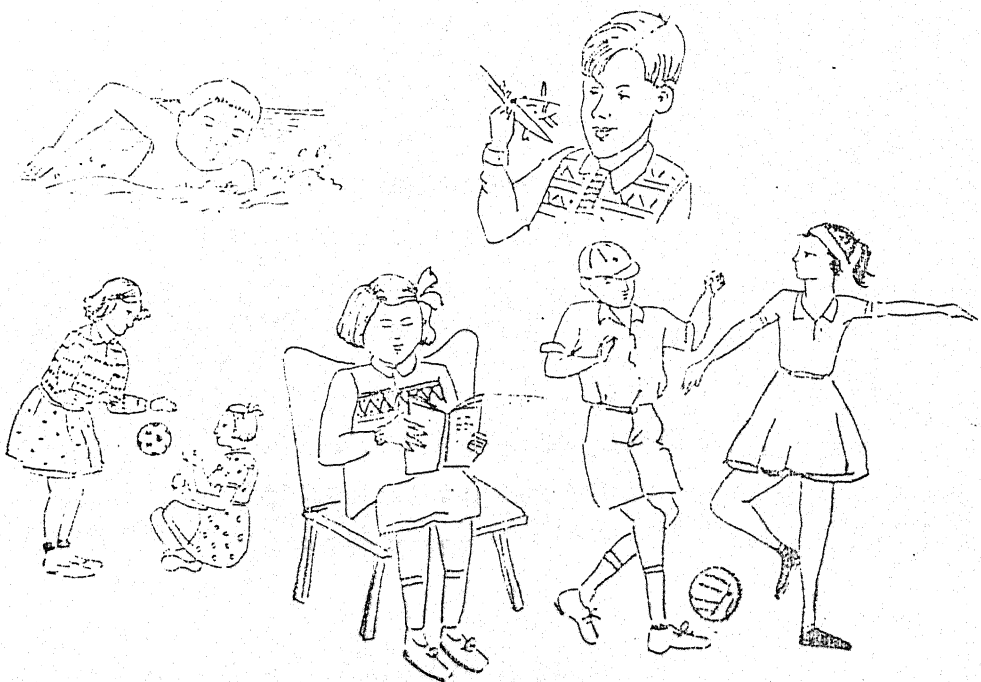
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# (12) DIALOGUE : (EVENTS)

Raju : Gopal, where is the photograph of the girl ?  
 Gopal : Which girl, Raju ?  
 Raju : The girl who is small. She is eating bread.  
 Gopal : Is she laughing, Raju ?  
 Raju : No, she is smiling.  
 Gopal : Is she looking happy ?  
 Raju : Oh, yes. How do you know it ?  
 Gopal : Well, I can see the photograph now.  
 Raju : Where is it ?



DESCRIBE THE EVENTS



(8) DIALOGUE: (PLACE)

- Gopal : Hey, Raju. Look there. What is that?  
Raju : It is a bridge, Gopal.  
Gopal : What's that under the bridge?  
Raju : Oh, Gopal. It is a river. It is a big river, isn't it?  
Gopal : Well, yes. And is that a boat Raju?  
Raju : Yes, of course. It is a boat. There are some people sitting in it.  
Gopal : It is a lovely place, isn't it?  
Raju : Yes, it is.  
Gopal : There are some beautiful trees at the river bank.  
Raju : Let's go there.  
Gopal : Yes. It is a lovely idea. Come on.

(9) DIALOGUE: (PLACE)

- Raju : Hey, Gopal. What's that?  
Gopal : It is a picture of a village in Britain.  
Raju : Are those things huts?  
Gopal : Well, yes. They are.  
Raju : What's that white thing on the roof?  
Gopal : There is some snow on the roof.  
Raju : And there are some dry trees.  
Gopal : Yes. Some are big and others are small.  
Raju : And what are those black things up above the hills?  
Gopal : They are clouds, Raju.  
Raju : I like this picture, Can I have it, Gopal?  
Gopal : Yes. You can. It's my pleasure.  
Raju : Thank you very much, Gopal.  
Gopal : You are welcome.

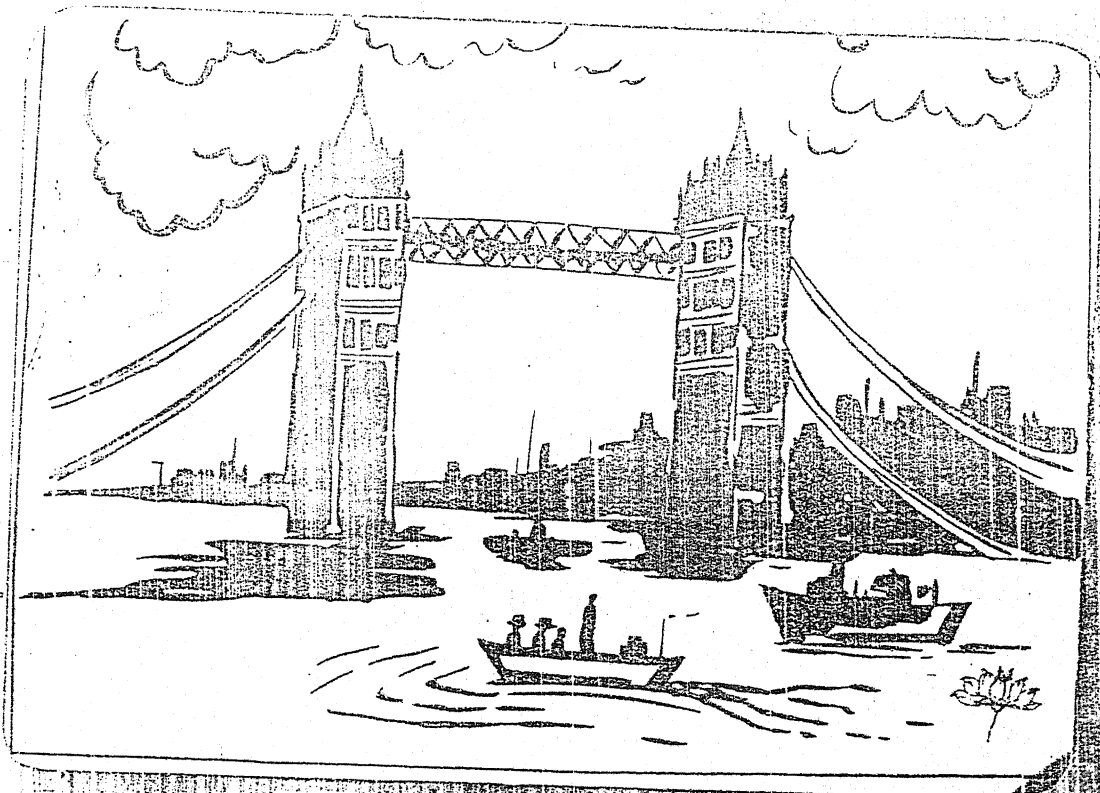


(10) DIALOGUE: (PLACE)

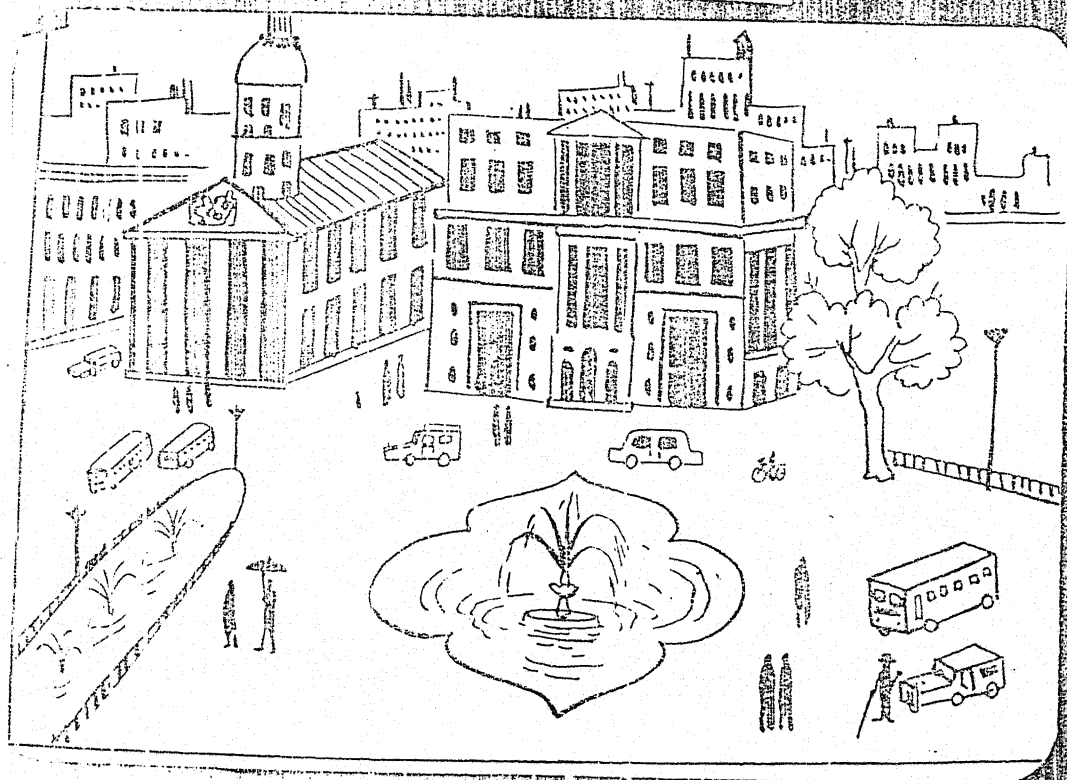
- Raju : Hey, Gopal, Come here. See the photograph that my uncle has sent to me.
- Gopal : It is a natural place, isn't it.
- Raju : Yes, it is. And there is a big lake.
- Gopal : There are some hills also.
- Raju : Yes. The hills are lovely.
- Gopal : Well, yes.
- Raju : What are those things over there, Gopal?
- Gopal : Well, They are houses, Raju.
- Raju : I see. Is there any boat in the lake Gopal?
- Gopal : Yes. There is a boat in the lake.
- Raju : Can we go there, Gopal?
- Gopal : Why not? Let's go there. Come on.
- Raju : Yes. That will be nice.

(11) DIALOGUE: (DESCRIPTION OF EVENTS)


- Raju : Is it a zoo, Gopal?
- Gopal : Well, yes. It is.
- Raju : Is that an elephant?
- Gopal : Yes. It is standing in the cage.
- Raju : What is the lion doing over there?
- Gopal : Well, it is looking at the elephant.
- Raju : And what is the black-haired animal, Gopal?
- Gopal : Don't you know it?
- Raju : No. Really.
- Gopal : It is Bear.
- Raju : Oh, I see. What do you call that bird with long beautiful wings and a tail?
- Gopal : It is a peacock.



DESCRIBE THE PLACES

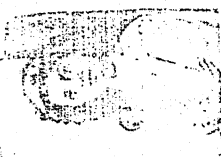


DESCRIBE THE PERSONS


 SHE IS A  
 HEROINE.  
 HER HAIR IS  
 BLACK.  
 HER HAIR IS  
 LONG.  
 SHE HAS A  
 FLUTE IN  
 HER HAND.  
 SHE IS VERY  
 BEAUTIFUL.  
 HER COLOUR  
 IS FAIR.  
 HER SCARF IS  
 BLACK AND  
 YELLOW.  
 HER HAIR IS  
 CURLY.

WHO IS SHE?  
 WHAT COLOUR IS  
 HER HAIR?  
 WHAT SIZE IS HER  
 HAIR?  
 WHAT DOES SHE  
 HAVE IN HER HAND?  
 IS SHE BEAUTIFUL?  
 IS HER COLOUR  
 FAIR?  
 IS HER SCARF RED?  
 IS HER HAIR  
 CURLY?

WHO IS THIS PERSON?


 IS SHE A FILM ACTRESS?  
 HER HAIR BLACK?  
 HER DRESS RED?  
 SHE TALL?  
 SHE BEAUTIFUL?  
 YES. SHE IS A FILM ACTRESS.  
 IS TALL.  
 IS BEAUTIFUL.

NO.  
 HAIR IS LONG & BLACK.  
 HER DRESS IS WHITE.

DESCRIBE THE EVENT



Raju : What are the children doing in the zoo? Are they not afraid of the animals?

Gopal : Well, they are looking at the animals and birds. They are not afraid of the animals. The animals are in the cage.

Raju : I see. Gopal, where is monkey?

Gopal : It is in the cage near the elephant's cage.

Raju : Oh, yes. It is there. Hello, monkey.

Gopal : Raju, don't go near the cage. Let's go home. Our Mom must be waiting for us.

Raju : Oh. Yes. Hurry up.

#### (12) DIALOGUE: (EVENTS)

Raju : Gopal, where is the photograph of the girl?

Gopal : Which girl, Raju?

Raju : The girl who is small. She is eating bread.

Gopal : Is she laughing, Raju?

Raju : No, she is smiling.

Gopal : Is she looking happy?

Raju : Oh, yes. How do you know it?

Gopal : Well, I can see the photograph now.

Raju : Where is it?

Gopal : Well, it is there on the wall.

Raju : Oh, I see. Thank you, Gopal.

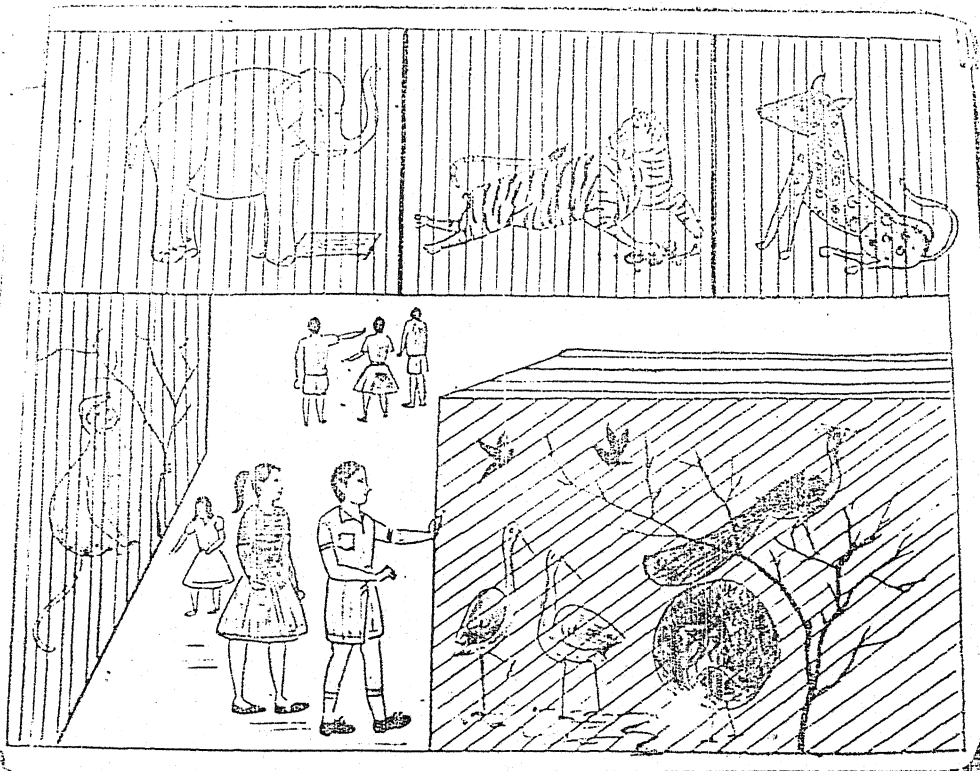
Gopal : You are very welcome.

#### (13) DIALOGUE: (EVENTS)

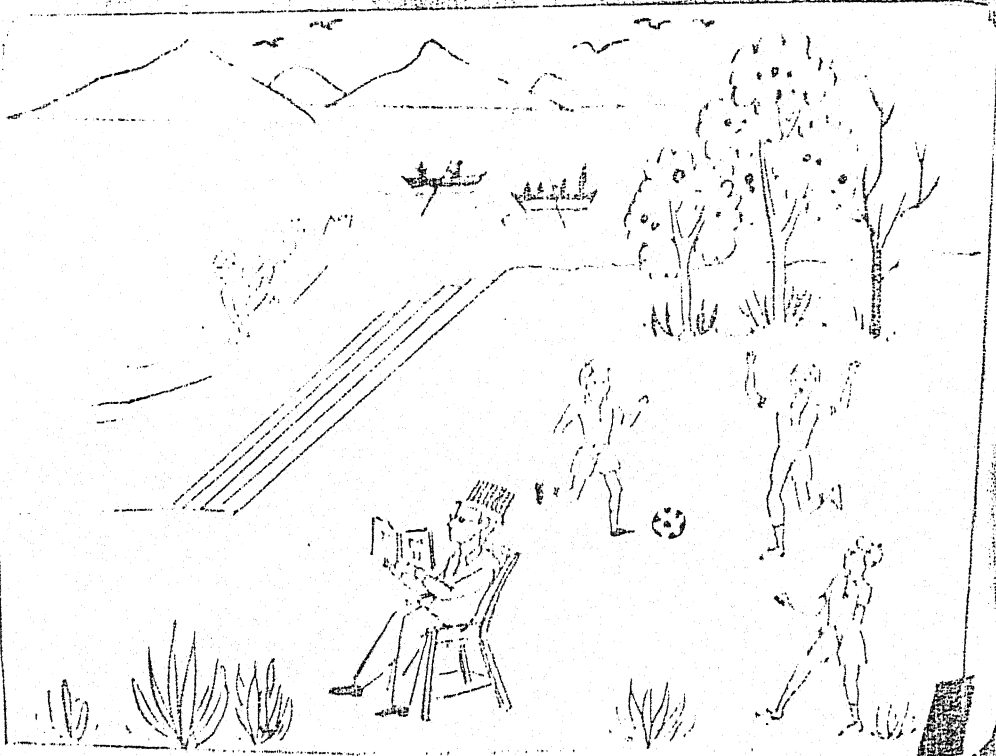
Raju : Gopal, Look at the picture there.

Gopal : Yes.

Raju : What is the body doing on the road?



DESCRIBE THE EVENTS



Gopal : Well, he is pulling a dog. And there, a woman is calling him.

Raju : Who is the man on the bicycle?

Gopal : Well, he is a milkman. He is riding a bicycle.

Raju : And see the woman behind the bus.

Gopal : Yes, she is running to get the bus.

Raju : Do you know what the two girls are doing there?

Gopal : They are going to a toy-shop.

Raju : What is the man doing behind the car?

Gopal : Well, he is putting something in the car.

Raju : I see. Thank you, Gopal.

Gopal : You are welcome.

#### (14) DIALOGUE: (EVENTS)

Raju : Hey, Gopal. What's there in your hand?

Gopal : Well, it is a picture of a sea-beach.

Raju : Yes.

Gopal : There are some people at the sea. Two children are playing with a ball. Who is there in the chair?

Raju : He is a person reading something.

Gopal : What is the boy doing in the sea?

Raju : Well, he is swimming.

Gopal : Can I take this photograph, Raju?

Raju : No, Gopal. I am sorry. I am taking it to my younger brother now.

Gopal : Oh, I see. Well, it is all right.

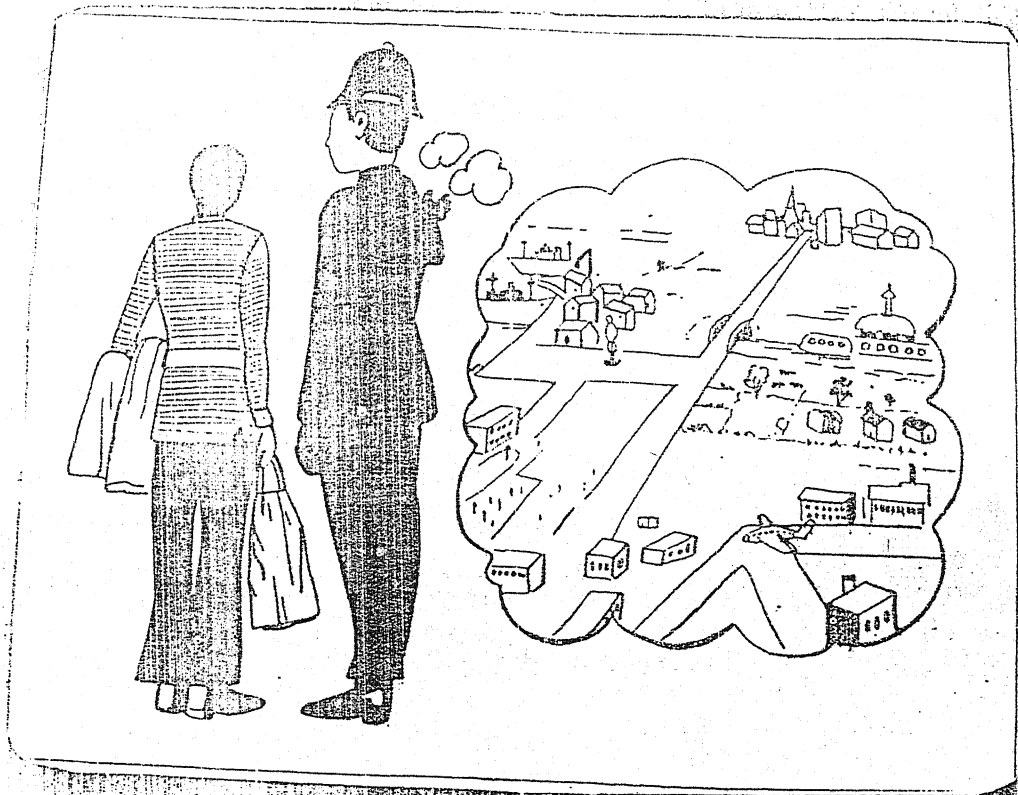
Raju : It is nice of you. Goodbye.

Gopal : Bye.

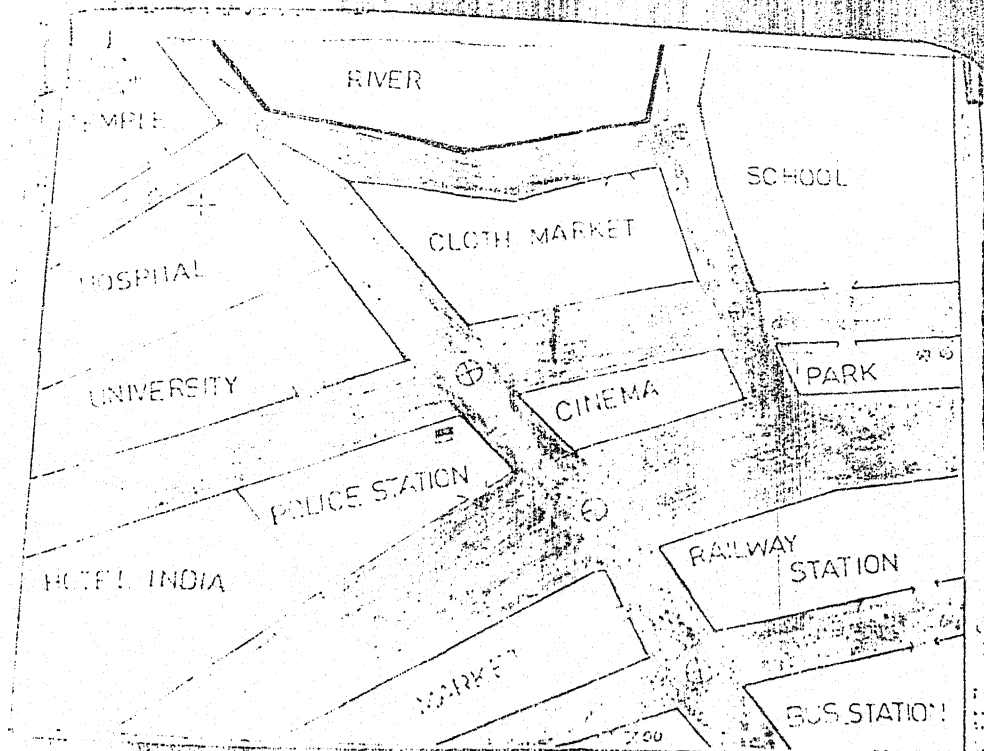
(15) DIALOGUE: (EVENTS)

- Raju : Where is the photograph you took last Sunday, Gopal?
- Gopal : It is on the wall. Please see it.
- Raju : Oh, it is there. It is a lovely scene. What are the children doing?
- Gopal : Well, they are playing games.
- Raju : The boy is playing with a football, isn't he?
- Gopal : Yes, he is.
- Raju : What is the girl doing in the chair?
- Gopal : Well, she is reading a book of stories.
- Raju : I see. Is that boy flying a paper-plane?
- Gopal : Well, yes. He is.
- Raju : What are those girls doing there?
- Gopal : Which girls?
- Raju : The two small girls over there.
- Gopal : Yes, they are talking.
- Raju : And who is there in the sea?
- Gopal : He is a boy. He is swimming in the sea.
- Raju : Oh, I see. Thank you.
- Gopal : Thank you.





### GIVE STREET DIRECTIONS



(16) DIALOGUE: (STREET DIRECTIONS)

Excuse me, how do I get the post office?

I am Sorry,  
I don't Know.

All right, I'll ask  
Somebody else.

By bus,  
Or do you want to walk?

I will take a bus.  
When does it go?

It's gone

9 O' clock,

What's the  
Time now

Five to nine.

I'll Walk

Well, I think you turn  
Right there

Are you sure?

Sorry

Turn left here,  
go straight on,  
Then turn right.

It is a long way?

No

Good

Thank you.

Yes

Thank you.  
I have got to go.  
I must hurry.

(17) DIALOGUE : (STREET DIRECTIONS)

TAPE SCRIPT : 'Excuse Me'

(A)

Tourist 1 : Excuse me. Can you tell me the way to town?  
Policeman : Yes, Sir. Go out of the bus station, go straight on over the bridge, and you're there. It is not far.  
Tourist 1 : Thank you very much.

(B)

Policeman : Can I help you, Madam?  
Tourist 2 : Yes. Can you tell me the way to the city place, please?  
Policeman : Yes. Go out of the railway station, then turn right. It is not far.  
Tourist 2 : Thank you.

(C)

Tourist 3 : Excuse me. Can you please tell me the way to the university?  
Policeman : Yes, Sir. Go out of the airport, then turn left.  
Tourist 3 : Thank you very much.

(18) DIALOGUE : (STREET DIRECTIONS)

Teacher : Look, I have got a street map here, to pin up. O.K. who can show me the way to the hospital? Where is the hospital on this map? Point to it. Yes. Good. On south street. Now then. What about the station? Where the trains stop. The Railway Station. Where's that? Yes? Point out.  
Student : Near Hospital, down. South street.  
Teacher : Yes. It's near the hospital, isn't it...?

(The teacher points out all the main buildings and practices street names)

Teacher : (Later) So now we'll do a listening exercise. Will one of you come out? Ali Whisper where you want to go, just tell me. Ssh. Don't tell the others.

Student : (Ali tells the teacher he wants to go to the post office)

Teacher : We are at the station now. Ali has no map and he is lost. He asks me the way to somewhere. You listen and look at the map. You must find out where Ali is going. Ready? Listen!

*"Well, let's see, you go out of the station and turn right, right again into the south street. Past the hospital and turn left at the crossroads. There are traffic lights there; you can't miss it. Then, let's think, it's the second street on the left near. Oh no! Sorry. Second on the right, it's just down the street on the right."*

Teacher : O.K. Who knows where Ali wants to go?

Student : Market?

Teacher : No.

Teacher : No. Shall I do it again?

Student : Yes.

Teacher : Now listen. Which is your left? Which is your right? Yes. O.K. Now listen again and follow the map .....

---

Courtesy: Willis, Jane (1981). *Teaching English Through English*  
ELBS, Longman

#### (19) DIALOGUE : (TELEGRAM)

Ashok : Hey Babu, Listen. Where are you going to?

Babu : To the Post and Telegram office.

Ashok : Why?

Babu : To send a telegram.

Ashok : To whom?

Babu : To Raju's parents.

Ashok : Raju's parents? What's wrong with Raju?

Babu : He is seriously ill. The doctors say that his parents must come soon  
Ashok : Oh, my God. May God help him! Can I help you anyway, Babu?  
Babu : Well, please tell my father that I would be late.  
Ashok : O.K.  
Babu : Thank you.

(20) DIALOGUE : (TELEGRAM)

Dilip : Raju, Raju. Please come here. Have sweets.  
Raju : Sweets? What is the matter? You seem very delighted.  
Dilip : Yes, I am. You know, I have passed the examination in the first division.  
Raju : Oh, that's nice, well done, my friend. Congratulations. But can you please tell me how you got the news.  
Dilip : Well, yes. See this telegram from papa.  
Raju : Let me read it.  
Dilip : Oh, sure.  
Raju : (reads the telegram)  
*"Passed exam. Stop. First Division. Stop. Congratulations."*  
Raju : Dilip, com on. We will have a party tonight.  
Dilip : Yes, of course. Thank you for the great idea.  
Raju : You are welcome.

(21) DIALOGUE : (TELEGRAM)

Raju : Hey, Ashok! Why are you weeping?  
Ashok : My mummy.....  
Raju : Your Mon? What happened to her? What's this in your hand?  
Ashok : It is a telegram.  
Raju : A telegram? Whose?  
Ashok : My brother's  
Raju : Let me read it.  
Ashok : *"Mother seriously ill. Come Soon"*.  
Raju : Oh, I see. Please don't worry. I will go with you. Let's hurry up. Come on. We must take an express bus.

(22) LETTER 1: (Gopal writes a letter to Raju)

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F-34, Polograound,  
Udaipur, 313001  
1<sup>st</sup> June, 1992

Dear Raju,

Hello,

Thank you for your letter. I am happy to learn that you have passed the examination. Can you come to Udaipur in summer vacation? I think, you would enjoy your stay here.

I am waiting for your letter.

Love,  
Gopal.

---

(23) LETTER 2 : (Raju's reply to Gopal's letter)

---

12, Meera Marg  
Jaipur, 302001.  
7<sup>th</sup> June, 1992.

Dear Gopal,

Hi,

Thank you for your invitation. I am sorry I cannot come there as my father has hurt his leg in a road accident. I hope you would not mind it. Please give my love to your parents.

With love,  
Raju.

---

(24) LETTER 3 : (Gopal replies to Raju's letter)

---

F-34, Pologround  
Udaipur, 313001  
11<sup>th</sup> June, 1992

Dear Raju,

I am sorry to learn that your father has hurt himself in a road accident. I am worried about him. Can I give you any help? I wish him a speedy-recovery.

I am looking forward to your letter.

Best Wishes,  
Gopal.

---

(25) LETTER 4 : (Raju replies to Gopal's letter)

---

12, Meera Marg,  
Jaipur, 302001.  
16<sup>th</sup> June, 1992

Dear Gopal,

Thank you for your kind letter. It is kind of you to offer me your help. There is nothing to worry about. Doctors say that my Dad would be all right and recover soon. Papa and Mummy send their love to you.

Thank you once again.

Yours Pal,  
Raju

---

## ANNEXURE – 21 (A)

**A Table showing Correlation between Teachers' and Students' Scores on Students' Present Communicative Needs**

S.No.	Items	Teacher	Student	D	D <sup>2</sup>
		R <sub>1</sub>	R <sub>2</sub>		
1	Leave Application	6.5	7	-.5	.25
2*	Social Letters	6.5	11.5	-5	25
3	Answers to text questions	1	1	0	0
4	Stories	2	2	0	0
5	Summary	5	7	-2	4
6*	Invitations	8	4	+4	16
7*	Greetings	3.5	3	.5	-25
8	Addresses	10	7	3	9
9	Complaint letter	9	5	4	16
10	Notices	12	9	3	9
11	Essays	3.5	11.5	-8	64
12	News Items	11	10	1	1

$$N = 12$$

$$O = R_1 - R_2$$

$$D^2 = 144.50$$

$$\sqrt{r} = 1 - \frac{6}{N} \frac{D^2}{(N^2 - 1)}$$

$$\sqrt{r} = 1 - \frac{6 \times 144.5}{12(12 - 1)}$$

$$\sqrt{r} = .49$$



## ANNEXURE – 21 (B)

### A Table showing Correlation between Teachers' and Students' Scores on Students' Future Communicative Needs

S.No.	Items	Teacher	Student	D	D <sup>2</sup>
		R <sub>1</sub>	R <sub>2</sub>		
1	Job-Application	3	2	1	1
2	Forms	10	7	3	9
3	Study Notes	6	4	2	4
4	News, Articles	9	10.5	-1.5	2.25
5	Letters to editor	7.5	10.5	-3	9
6*	Telegrams	2	3	-1	1
7	Notices	11	7	4	16
8	Orders	7.5	7	.5	.25
9	Dialogues	1	1	0	0
10	Slogans	13	12.5	.5	.25
11	Jokes, Puzzles	12	12.5	-.5	.25
12	Daily Diary	5	7	-2	4
13*	Directions	4	7	-3	9

$$N = 13$$

$$O = R_1 - R_2$$

$$D^2 = 56$$

$$\sqrt{r} = 1 - \frac{6 \times 56}{13(169 - 1)}$$

$$\sqrt{r} = .85 \quad \text{High Correlation}$$

## ANNEXURE – 21 (C)

**A Table showing Correlation between Teachers' and Students' Scores regarding Students' Views on the Topics for Writing**

S.No.	Items	Teacher	Student	D	D <sup>2</sup>
		R <sub>1</sub>	R <sub>2</sub>		
1	School	16	19.5	3.5	12.25
2*	Sports	11.5	12	-.5	.25
3	Friends	9.5	4.5	5	25
4	Relatives	14	12	2	4
5	Hobby	13	22	-9	81
6	Town/Village	6	15.5	-9.5	90.25
7	Picnic	18	19.5	-1.5	2.25
8	Travel	2	10	8	64
9*	Public Places	6	7.5	1.5	2.25
10	Vacation	18	12	6	36
11	Events	6	7.5	1.5	2.25
12	TV/Radio Progs.	16	7.5	8.5	92.25
13	(Favourite) Book	5	17.5	8.5	92.25
14	Festival	5	17.5	-12.5	156.25
15*	Film	2	2	0	0
16	Player	11.5	4.5	7	49
17*	Hero	6	7.5	-1.5	2.5
18*	Heroine	6	2	4	16
19	Leader	19.5	21	-1.5	2.25
20	Teacher	21	15.5	5.5	30.25
21	Writer	22	17.5	4.5	20.25
22	Game	9.5	2	7.5	56.25

$$N = 12$$

$$O = R_1 - R_2$$

$$D^2 = 863.75$$

$$P = 1 - \frac{6 \times 863.75}{22 (484 - 1)}$$

$$P = .51$$

## CLI Group (EG) (Pre &amp; Post-Test Scores)

Code No.	M.M. 40 + 40						M.M. 25 + 25						M.M. 50		Total 180	Total 180
	Accuracy Tests						Appropriacy Tests						CCTC		Pre-Tests Score	Post-Tests Score
	Pre-RT LA	Post-RT LA	Pre-PT LA	Post-PT LA	Pre-RT LA	Post-RT LA	Pre-RT LAP	Post-RT LAP	Pre-PT LA	Post-PT LA	Pre-PT LA	Post-PT LA	Pre-	Post-		
1	15	30	13	20	9	14	10.50	17.25	10.00	34.00	57.50	115.25				
2	15	32	20	27	6	11	6.00	11.00	5.75	24.00	52.75	105.00				
3	13	19	5	13	6	11	2.75	7.50	5.00	28.00	31.75	78.50				
4	14	28	12	22	8	15	3.00	7.50	4.50	15.75	41.50	88.25				
5	16	20	11	13	11	11	6.50	12.25	14.00	29.25	58.50	85.50				
6	16	24	6	12	10	17	4.75	10.25	11.00	27.75	47.75	91.00				
7	18	23	15	19	9	18	12.50	17.25	8.50	34.75	63.00	112.00				
8	20	33	6	28	9	16	8.75	21.75	13.75	42.25	57.50	141.00				
9	18	29	12	20	6	17	9.00	15.75	14.75	32.75	59.75	114.50				
10	18	31	15	21	10	18	6.00	13.00	13.75	32.25	62.75	115.25				
11	24	29	15	23	7	12	3.75	10.50	14.75	32.25	64.50	106.75				
12	24	25	8	15	8	13	2.25	9.75	5.25	24.00	47.50	86.75				
13	24	24	9	32	8	16	4.00	12.75	10.25	33.00	55.25	117.75				
14	22	27	18	26	9	14	7.50	20.50	15.25	37.00	71.75	124.50				
15	20	36	31	38	11	21	15.25	22.75	18.75	46.25	96.00	164.00				
16	21	30	16	25	8	14	7.75	13.50	17.50	31.75	70.25	114.25				
17	23	32	27	34	10	18	14.00	23.00	18.00	43.25	92.00	150.25				
18	24	30	23	30	11	17	3.25	12.25	8.00	31.75	69.25	121.00				

19	25	37	29	34	9	13	7.25	19.00	21.50	35.50	91.75	138.50
20	26	32	20	31	10	19	4.50	12.75	8.25	27.75	68.75	112.50
21	25	37	18	20	9	14	7.00	16.50	17.15	30.00	76.75	117.50
22	24	34	17	29	11	18	5.75	18.00	8.50	25.25	66.25	124.25
23	21	19	9	21	6	10	7.00	14.75	12.00	31.20	55.00	96.00
24	18	29	14	30	7	17	11.25	19.50	15.00	38.50	65.25	134.00
25	21	20	10	13	3	10	2.50	15.00	8.75	27.50	45.25	85.50
26	10	14	11	17	8	10	4.50	13.75	12.00	14.00	45.50	68.75
27	13	20	6	16	18	23	6.00	12.50	6.75	23.25	49.75	94.75
28	9	24	4	14	6	14	15.25	9.00	2.50	16.00	36.75	77.00
29	8	17	5	16	10	16	2.50	12.25	6.00	20.75	31.50	82.00
30	13	18	6	19	8	17	6.75	14.25	9.50	28.50	43.25	96.75
31	12	25	7	17	9	17	7.00	13.75	7.50	25.25	42.50	98.00
32	12	22	1	7	6	14	5.50	16.50	4.75	19.50	29.25	79.00
33	14	20	11	15	7	15	6.00	12.75	8.00	36.75	46.00	99.50
34	7	18	0	8	12	18	2.00	13.75	3.50	16.50	24.50	73.75
35	10	14	3	15	4	6	5.25	14.00	5.50	21.75	27.75	70.75
36	9	18	9	19	7	15	3.75	15.75	5.50	18.75	34.25	86.50
37	11	18	6	13	7	14	4.25	17.25	4.00	18.75	32.25	81.00
38	11	16	10	21	6	13	5.50	17.00	6.75	33.00	39.25	100.00
39	14	18	3	14	14	19	7.75	20.25	3.75	16.00	42.50	87.25
40	12	22	4	17	10	19	6.75	18.25	4.25	20.25	37.00	96.50
Total	670	994	465	824	343	604	261.50	594.50	390.75	1124.75	2130.25	4141.25
Mean	16.75	24.85	11.63	20.60	8.58	15.10	6.54	14.86	9.77	28.12	53.26	103.53
S.D	5.53	6.52	7.37	7.45	2.64	3.36	3.36	3.87	4.92	8.00	17.66	22.45
r	0.71	0.75		0.73		0.54		0.74		0.87		
t value	10.95	10.82		17.91		15.08		21.24		28.32		

## Non-Exp. Group (CG) (Pre &amp; Post-Test Scores)

Code No.	M.M. 40 + 40				M.M. 25 + 25				M.M. 50		Total 180	Total 180
	Accuracy Tests				Appropriacy Tests				CCTC		Pre-Tests Score	Post-Tests Score
	Pre-RT LA	Post-RT LA	Pre-PT LA	Post-PT LA	Pre-RT LAP	Post-RT LAP	Pre-PT LA	Post-PT LA	Pre-	Post-		
1	14	15	8	8	7	8	5.50	6.50	10.25	11.25	44.75	48.75
2	13	14	10	11	6	6	5.00	5.00	10.25	11.25	44.75	47.25
3	14	15	13	14	11	11	5.50	6.75	7.75	11.75	51.25	58.50
4	28	29	6	7	5	6	2.50	3.75	4.00	4.75	45.50	50.50
5	11	11	17	18	9	9	7.00	7.75	7.00	7.00	51.00	52.75
6	20	21	4	5	7	7	3.00	5.00	7.75	10.00	41.75	48.00
7	11	13	13	13	11	11	8.00	8.25	7.50	7.00	50.50	52.25
8	26	27	14	14	12	12	5.50	6.25	8.00	10.25	65.50	69.50
9	26	26	10	11	7	7	3.00	3.50	8.25	10.00	54.25	57.50
10	15	17	12	12	11	11	9.25	10.00	5.00	5.00	52.25	55.00
11	19	19	9	10	7	8	5.00	5.50	6.75	9.25	46.75	51.75
12	14	14	15	16	6	7	4.00	5.75	11.50	10.75	50.50	53.50
13	11	11	15	16	13	15	10.50	10.50	8.50	8.50	58.00	61.00
14	28	29	5	5	3	3	2.00	3.0	8.00	6.50	46.00	46.50
15	7	11	10	10	8	9	5.75	7.25	9.00	8.25	39.75	45.50
16	14	16	8	8	6	6	5.75	6.75	14.50	14.50	48.25	51.25
17	13	15	8	9	6	5	4.25	4.25	12.25	12.25	43.50	45.50
18	17	18	8	10	5	6	3.00	4.50	9.75	8.75	42.75	47.25

19	12	14	7	9	10	12	9.75	9.75	6.00	7.25	44.75	52.00
20	22	22	25	26	5	6	2.00	2.00	15.75	18.00	69.75	74.00
21	12	14	7	8	9	12	7.00	7.00	7.00	6.50	42.00	47.50
22	21	23	4	5	6	7	3.50	3.50	11.50	13.00	46.00	51.50
23	10	11	0	6	8	10	4.25	5.50	8.00	8.00	30.25	40.50
24	15	16	5	5	11	11	9.00	9.75	9.75	11.50	49.75	53.25
25	17	18	5	6	13	13	7.50	7.00	7.75	7.75	50.25	51.75
26	22	23	15	16	11	12	7.00	8.00	15.75	17.50	70.75	76.50
27	19	18	6	7	10	10	7.00	7.00	11.75	11.75	53.75	53.75
28	15	16	7	8	0	4	2.00	3.00	9.00	6.25	33.00	37.25
29	2	5	3	4	8	8	5.50	6.50	5.75	5.75	24.25	29.25
30	12	14	4	5	13	13	7.75	6.50	11.25	12.25	48.00	50.75
31	23	24	8	9	9	10	5.50	6.75	8.25	8.25	53.75	58.00
32	14	15	8	9	14	16	9.75	9.75	8.75	8.75	54.50	58.50
33	29	31	13	13	16	18	8.75	8.75	9.50	12.00	76.25	82.75
34	31	31	16	16	7	7	3.50	4.00	7.50	8.25	66.00	66.25
35	10	16	21	21	10	13	6.00	6.50	9.00	10.00	56.00	66.50
36	21	22	27	29	11	15	5.50	6.00	11.75	10.75	76.25	82.75
37	17	19	21	22	8	13	4.25	5.00	8.25	8.75	58.50	67.75
38	11	16	19	19	11	16	7.00	7.50	9.00	5.25	57.00	63.75
39	16	14	23	23	10	13	7.50	8.25	15.50	19.00	72.00	77.25
40	13	14	26	28	10	11	4.75	5.75	11.50	13.50	65.25	72.25
Total	665	717	455	491	350	397	229.25	254.00	374.25	397.00	2073.50	2256.00
Mean	16.63	17.93	11.38	12.28	8.75	9.93	5.73	6.35	9.36	9.93	51.84	56.40
S.D	6.37	5.94	6.73	6.60	3.14	3.54	2.28	2.08	2.74	3.36	11.59	11.92
r	0.64		0.99		0.91		0.96		0.89		0.89	
t value	1.57		5.99		5.07		6.05		2.32		5.21	

## ANNEXURE – 24

### Statistical Formulas used for Data Analysis

No. (1)                      Discrimination Power

$$\text{D.P.} = \frac{RU - RL}{\frac{1}{2} T}$$

Where

D.P. = Discrimination Power  
RU = Right answers in the upper group  
RL = Right answers the lower group  
 $\frac{1}{2}$  = One half of the total number of the pupils  
included in the item-analysis

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No. (2)                      Correlation Coefficient

$$\sqrt{r} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Where

N = Number of paired scores  
 $\sum X$  = Sum of the paired scores  
 $\sum Y$  = Sum of the Y scores  
 $\sum X^2$  = Sum of the squared X scores  
 $\sum Y^2$  = Sum of the squared Y scores  
 $\sum XY$  = Sum of the products of paired X and Y scores.

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No. (3)                      Reliability Coefficient  
Spearman Brown Formula

$$\sqrt{r} = \frac{2r}{1+r}$$

Where

$\sqrt{r}$  = The correlation coefficient between marks  
obtained in even and odd numbered items by  
each student.

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No. (4) Spearman Rank Order Coefficient of Correlation Formula

$$r_s = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where

D = The difference between paired ranks

$\sum D^2$  = The sum of the squared differences between ranks.

N = Number of paired ranks

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No. (5) Mean X

$$\text{Mean (X)} = \frac{\sum X}{N}$$